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# The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and  
Other Commercial Subjects*

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## *The Evolution of Objectives and Possibilities in Junior Business Training*

*By Elizabeth Starbuck Adams*

*Pacific Coast and Orient Office of The Gregg Publishing Company, San Francisco, California*

THESE are various factors in the problems of junior business training that are common to any new line of thought in education. We have the element of tradition. We have the routine-minded teacher. We have a form of curriculum that is rigid. We have schoolroom equipment that is also rigid. We have students that represent the "dumb-bell" group. We have students that are superior in every way. We have "counselors" who are really little more than directors of traffic. They often construe their function as one of directing the students into algebra or out of algebra. Only gradually are they beginning to direct into purposeful preparation for life the young people in the ninth year of school.

These factors will always exist to some extent because they represent what it seems just to call the static conditions that must exist in a civilization that stretches over such a wide range of educators. The conservative group must be reckoned with—they act largely as brakes on the overeager. But even this group gradually swings into line when a new idea has proved itself to be valid. It is always best to move slowly on an unknown road.

The evolution of ideas in the junior business training field has done just this thing. The first ventures were in small classes where a difficult problem had arisen—what to do for a group of over-age pupils who would complete their schooling at the end of the ninth

year. It was assumed that they would take on minor clerking jobs and it was felt that some pointed apprenticeship training in school would insure their future.

### *First Aims Purely Vocational*

This group was distinctly not given to abstract thinking. Because this was a special group it was given special privileges. Instead of the rigid screwed-to-the-floor equipment and the rigid sit-at-your-desk-and-recite type of lesson period, the teacher organized the work on a laboratory plan of activities following office procedure as closely as possible. To quote from the preface of one of the early texts: "The aim is to give a regular office training by presenting practical problems in the classroom such as a junior clerk will be expected to understand—in the opinion of the author the ideal method is to 'learn by doing.'"

"The plan of organizing the class into an office force gives the student an opportunity to acquaint himself with modern business requirements and, as far as possible, to get his practice in a real business atmosphere." The content of such a book is some business arithmetic, some elementary bookkeeping, a surface discussion of banking, a very brief course in typing, a tabloid version of filing, a short course in adding and calculating machine operation, some brief telephoning and mail-handling exercises.

The aim was strictly vocational—to use the terms we have now generally adopted. Not only was this course vocational, it was also a terminal course. Into it were crowded all the precepts and homilies possible on dress and manners, personal habits of thrift, and so forth, needed to make perfect citizens out of these over-age students.

Without doubt, these youngsters derived an immense amount of good from this course. It saved them from being absolute failures and made some of them efficient minor clerks. Those who were quite unfit for office work probably found out that fact during this period of laboratory experience and mercifully directed themselves into other than office work when they left school.

### *Exploratory Courses*

A new problem then arose for the administrators to meet. By state laws the working age for boys and girls was advanced. In California, Washington, and Utah, for instance, the age is now 18. Hundreds of boys and girls were thus literally forced into the high school. The terminal course in the ninth year lost its primary significance. However, the students had manifested interest and en-

thusiasm in the activity of this junior business training. They liked the contact with a real life situation. Many educators saw the value of this subject. It would take care of the students who frankly were doomed to be failures in algebra and geometry—in other words, the students who showed little ability to meet abstract problems. The laboratory problem materials were sure to keep this group of concrete-minded people engaged in activities. That meant this group was at least out of trouble.

Then grew up an interesting situation. The writers of most of these early junior business training texts were bookkeeping teachers, penmanship teachers, arithmetic teachers. Few of them were actually trained in business. They approached the new problem from the point of view of the supervisor or teacher of young people. Each one put into the textbook the things he thought the students needed training in.

There seemed literally no end to the objectives or extent of the content which the junior business training course was to include. It must teach etiquette of all sorts, thrift, successful home living, successful business administration, banking, law, billing, insurance, investments, rapid calculation, elementary bookkeeping, shorthand, typewriting, penmanship, salesmanship, business English—indeed, practically all the subjects of the curriculum and life were included except mathematics, science, foreign languages, and religion. This course was apparently to be a panacea for all the educational ills there are.

There was a great deal of talk about "exploratory" courses to justify the inclusion of shorthand, typing, and bookkeeping as tasting courses. This idea was really the beginning of the new concept that is apparently to be the dominating feature in all the newer books. It was the first rough attempt at guidance. The fallacy of these brief tasting courses has been pretty well shown up, but there are still some curious trends left. It was perhaps natural for the teachers of commercial arithmetic or penmanship or bookkeeping to over-emphasize the importance of their subjects when they suddenly found themselves in charge of classes of junior business training. Whatever might be the plan of the book they were using, they stressed their own subject. They thought in terms of their own subject and the newer sweep of thought has caught them distinctly napping.

There has thus grown up a complex in regard to the proper content and objectives of a course in junior business training that is made up of nearly as many notions as there are types of teachers. As is usual, the universities have been waiting. What development has been made has come directly from

the classroom teacher and the active supervisors in the field of the junior high school. We have gone through the era of the vocational terminal course, are nearing the end of the tasting and pre-bookkeeping eras, and are entering the guidance era.

### *The Cleveland Survey*

Cleveland may be held directly responsible for the recent development. A Survey which was made in conjunction with the service clubs of business men and under the authority of the Board of Education, turned up a great many interesting facts. Many of these facts have brought about an entirely new philosophy, or, rather, crystallized the ideas in regard to junior business training into a definite program much more purposeful than any previously presented to the educational public. There has been an evident waking up. Educators are really stretching their arms to start the circulation, just as a body does in the early waking moments. They are rubbing the cobwebs of sleepy traditions out of their eyes. There is something tremendously big going on.

Mr. William L. Connor and Mr. Lloyd L. Jones engineered this remarkable survey in Cleveland in the fall of 1926. This survey investigated the duties of the clerks in commercial occupations, the causes of promotion, the occupational follow-up of students beyond the ninth year of schools. The findings of this survey were published under the title, "A Scientific Study in Curriculum Making."

### *Just a Few of the Many Vital Facts*

Out of every 100 boys and girls who enter the ninth year, 60 drop out before graduation from the senior high school. Thirty of these go into factories and 30 go into offices. Of the 40 who graduate, 20 go into industry, colleges, and trades. The other 20 go into offices. Of this 20 who go into offices, five go into stenography, typing, and bookkeeping, and 15 go into general clerking jobs. To summarize these figures—out of the original 100 in the ninth year—

- 45 will begin in general clerking jobs
- 50 go into industry, colleges, and trades
- 5 go into shorthand, typing, bookkeeping.

It was generally conceded that sufficient and efficient training was being given in the three standard subjects of shorthand, typing, and bookkeeping. But the question was asked how to meet the problem raised by the 45 per cent.

The investigation showed the amazing total of 441 duties performed by these general clerks. Obviously, then, the school training must focus on the elements that are common to success in all 441 duties—not on 441 minor

skills. It was found that vital training must develop proper attitudes. So has come a new vision. (See table on page 32 of the survey.)

The appearance of this survey has had a marked influence on the attitude of educational leaders in the field of junior business training. It was found that the dull, over-age student in the ninth grade can find no welcome in business as a clerk; therefore, his needs no longer form the core of business training courses.

### *The New Vision and the Old*

Now that it is realized what little value lies in terminal or vocational training as early as the ninth year, the character of the content of the course has begun to change. All the books will probably follow the trend of the newer ideas of better guidance. There is more purpose, more planning, better coördination. The hit-or-miss type of content, a bit of this and a bit of that, belongs on the backward slope of the hill.

As long as teachers are untrained in the philosophy and methods in junior business training, however, some of the old kind of procedure will prevail for a while. Because the counsellor in the office often arbitrarily divides the students who may take algebra from the ones who may not and must therefore take business training, the course becomes paired with algebra, and, to insure the mathematical balance in the administrator's scheme of education, must deal largely with arithmetic and elementary accounting. To some counsellors the word business connotes immediately long columns of figures. That is why one group is still so loud in their advocacy of arithmetical subjects as the major topics in the junior business training course. But in many schools the newer idea is appearing. This is the idea of rudimentary guidance before the end of the ninth year. Informational facts in regard to business activities and organization seem to be of interest to all boys and girls. They represent real life going on all around them. There have been many courses organized and labelled "Occupations." They fall short somewhere, probably because they are informational only—don't go down into the real significance—the common denominator of successful adjustment.

### *Analyzing Content*

I have been going over several texts in this field, texts and laboratory materials. Each book naturally has a reason for existence in the mind of its creator. I find it difficult to see a definite plan of progressive development in many of them. Several begin with travel—I don't know just why. I suppose it is with

an idea of arousing interest. The development through some of the newer books, however, seems to be a real development—changing attitudes of the student, building up character habits essential to success, really getting somewhere—but, mind, this is not true of all the newer books. Many of them seem like drifted sands, full of all sorts of treasures, but rather drifts than walls or foundations built with a design and purpose.

I am conscious, too, of a wavering in the attitude of the authors. Sometimes a discussion is written for a "gentleman," telling how much to tip, or how to make out expense accounts, or for business men with money to invest. On the next page the content is written for a boy applying for a job. Once in a while there will be a casual reference to the girl. Lessons in etiquette get tucked into the end of the book after the course is over, or insurance is offered in the beginning. (I am talking about several books, by the way.)

One set of practice materials begins with thrift—when many children in such courses don't even have lunch money. Another book starts the children off as assistant bookkeepers at a salary of \$20 a week and they do everything even to signing the checks and checking up on the salesmen's expense accounts, and the book is offered to develop the attitudes of the junior clerk! You see, there is something not quite clear in our thinking processes when we accept this sort of material seriously.

Some of the books, however, read as if the authors really had clear-cut plans of development. These books are written for boys and girls as they are today, not as they will be in four or eight years from today, consciously meeting the adolescent need of better understanding of his relation to present-day business activities.

It is for each teacher to train himself to recognize the underlying purpose in a text, to frown upon the drifting type of material. I cannot feel that a subject so fraught with personal significance to the growing child should be treated in a casual hop-skip-and-jump-around fashion. It is absurd to accept this type of material if you contemplate a course that shall be more than a keep-the-dear-children-busy course.

### *Objectives for Junior Business Training*

There are three distinctly different purposes for which a course in junior business training is offered. They should not be confused and permitted to overlap one another. We should define our purpose as one or the other. There is no legitimate compromise. Once we have definitely fixed upon the purpose of our course we can easily find among the many books and

differing laboratory materials the one that will do what we want.

*One Objective.*—To keep a group of children who have been steered into the course as inferior types busy with manipulation of little exercises in arithmetic in the form of bills, in penmanship by writing a great number of exercises on forms that are supposed to represent business; to tell them how to tip their hats and when; to give them a lot of unrelated information about anything and everything.

*Second Objective.*—To train a group just leaving school in the actual vocational phases of the work of junior clerks who must run errands, lick stamps, and answer the telephone—a terminal, vocational course.

*Third Objective.*—To offer to an unlimited group—superior or dull or ordinary—who in all probability will stay in school a few more years—a personal guidance program based on significant business information. Such a course is rich in content and strong in purpose, deals in terms of life values, and is a fitting development of the past ten years of evolution.

All objectives exist at present. I am inclined to think that in time we shall sift out the first objective, because that group of students is usually quite unfit for clerical jobs. This group will inevitably drift into some type of industrial or service work for which the individuals may, with more profit to themselves, be systematically trained. The cash girl, the errand boy, the girl behind the counter, the waitress, the bellboy—there are many, many hundreds of these jobs for young people who simply are not made for the office jobs. It is no kindness to give them business training unless we can make it rich in life values.

We must put much more care into our evaluation of the underlying philosophy of our texts in this subject. We must jerk ourselves out of willingness to accept anything that is offered us. We must do some pretty straight thinking if we want a purposeful course and a vital one. We must forget pet hobbies and think big.

When we begin to investigate the worth of subject matter in terms of its value to the student as a permanent life possession we are brought up short against some curious walls built of quaint old traditions much harder to destroy than if they had been built of stone. But it is all hopeful, slow as our progress is.

Many teachers are still afraid of the new ideas of orientation. They are afraid they may have to work too hard because they know little about it. They say so frankly. They do not want an organized program of accomplishment. They wanted definitely unrelated projects that require no effort on their part.

(Continued on page 414)



# Why Ten Words?

By Brother Xavier, F. S. C.

Head of Commercial Department, St. Mary's College High School, Peralta Park, Berkeley, California

"GET your papers ready. We are going to have our weekly Speed Test today. Don't forget to have your headings correct. The formula is written on the board. You have five minutes before time is called."

On the board is the old familiar formula:

Strokes  
Words  
Errors  
Penalty  
Net  
Per

"Do not write any faster than you can write accurately. Remember that the penalty for each error is ten words. Is your line-space lever set for double space? Begin at the signal—Ready—GO!"

## That Disheartening Penalty

The little scene described above is doubtless familiar to thousands of students who have learned, or rather have studied, typewriting in any of the hundreds of typing classes in the United States or Canada. Before the discontinuing of awards by the typewriter manufacturers, the honors and prizes were eagerly sought by many students, and the Speed Tests were looked forward to with high hopes. Not a small proportion of the classes, however, looked forward only to a bitter disappointment in the same competitions that would bring success to their schoolmates.

Since the days when serious debates were held to determine whether or not touch typewriting would become anything but a fad, the speed and accuracy contests have been a feature of the teaching of typewriting in many schools. There is no doubt that these contests, stimulated as they have been by awards from typewriter manufacturers, publishers, and individuals, have been productive of much interest in scientific methods of typewriting, and that, viewed as a whole, they have contributed in no small part to putting the study of typewriting in its present place in the secondary school curriculum.

Memories of both pupils and teachers will furnish many instances of the variety of feelings with which the coming of the periodical speed tests for the awards was awaited. The exhibition of skill involved, the chance for

reward and its consequent publicity, were powerful incentives to the students to put their best into their work. There is, however, another side to this picture, and probably it is this other side that looms largest in the memories of many students. The same contests that brought joy and glory to the winners often carried a bitter sense of defeat to a portion of the losers. Very often the aspirations of pupils outran their skill, and instead of receiving a credit or an award for expert typewriting, they found that at the end of the test the number of errors gracing the page brought them a severe penalty, counted at ten words per error. A few students discovered that the errors made drew a penalty equal to or greater than the number of words written, and suffered the humiliation of seeing their papers marked to show a minus number of words written.

Many staunch advocates of the ten-word penalty for each error have maintained that the very severity of the penalty would cause greater care and concentration on the part of the student. From an actual observation of the records of many students who have received heavy penalties, or minus numbers of net words, near the beginning of a semester, the writer is inclined to believe that instead of acting as a stimulant, the heavy penalty is more likely to strike a fatal blow to the confidence and ambition of the student who has been so unfortunate as to draw the penalty. Obviously, something was wrong in this respect, but just what remedy was to be applied that would correct the fault, and at the same time provide a deterrent to carelessness on the part of the student, held the place of X in an equation of many conflicting or confusing factors.

## A Fair Criticism of Old Standard

During the summer of 1931, a little pamphlet entitled "Greetings—from Frances Effinger Raymond and Elizabeth Starbuck Adams" was being sent on its way to thousands of teachers of typing and others interested in that subject. At approximately the same time, the manufacturers of typewriters, with one exception, decided to discontinue the furnishing of test material to schools, and likewise to withdraw the awards that had been hitherto offered to proficient typists. It so happened

that the present writer received the letter and the pamphlet on successive days.

Under the subject, "Electrifying Typing Methods," the authors of "Greetings" made a very pointed criticism of the 50-stroke (ten-word) penalty for errors in timed tests. The exact wording of this criticism can best convey the idea:

"Of all unscientific penalties for error, this is as cruel as the tortures of the Inquisition. Mary strokes 150 strokes a minute. A 50-stroke penalty is  $33\frac{1}{3}$  per cent of her minute's output. John strokes 300 strokes a minute. The 50-stroke penalty is but 16 per cent of his output. The expert writes 700 strokes per minute. The penalty means only 6 per cent of his output." As a remedy for this condition the authors suggested a three-word penalty for each error.

#### *Penalty Should Represent "Proportion" of Errors*

The fairness of the criticism struck the writer with peculiar force, coming as it did on the heels of the announcement of the discontinuing of awards. The International Rules, which provided the heavy penalty for errors, had been promulgated everywhere by the manufacturers of typewriters for the sole purpose of regulating their own contests, and had been adopted by the many schools which entered their students as contenders for the awards. Now, as the originators of the rules had ceased to provide prizes, there was no absolute reason for adhering to their prescriptions.

As for penalizing a student several words for one error, if ten words is to be considered as an excessive penalty, why should not three-word penalties be looked at in the same light? The authors of "Greetings" made a plea for a penalty that would fit the offense with fairness to the offender. The problem thus presented was to work out a penalty that would be in proportion to the amount of material written as well as to the number of errors made.

#### *A New Formula*

The first attempt of the writer to solve this problem took the form of marking test papers solely on the number of errors made. The unfairness of this method became apparent after one test, as one student would write twenty words a minute with two errors and another would write only nine words with the same number of errors and receive the same grade. The next step was to work out a penalty that would indicate the proportion of errors made to work done, and that was accomplished by dividing the total number of errors made by the number of words written.

The formula that heads the test papers under this system is as follows:

Strokes—(the actual number)  
Words—(strokes divided by five)  
Per—(words divided by minutes of test time)  
Errors—(actual number made)  
Average—(errors divided by words)

The average will always be a decimal quantity. If the student has written two hundred words in the test time, and makes one error, his average will be  $1/200$  or in decimals .005. If two errors have been made in two hundred words written, the average will be  $2/200$  or .01; three errors in two hundred words— $3/200$  or .015. This average must be considered as a DEFICIENCY average, and in consequence, the lower the average made, the higher will be the corresponding grade.

The grades corresponding to this Deficiency Average are given according to the following scale for students with one semester's experience:

Average .000—.01	Grade 1 (Excellent)
.01—.02	Grade 2 (Good)
.02—.03	Grade 3 (Fair)
.03—.04	Grade 4 (Conditional)

Any average above .04 is considered to be a failure and merits a grade of 5. For beginning classes, the latitude of averages is doubled, so that an average between .000 and .02 would receive a grade of 1, from .02 to .04, a grade of 2, and so on. For advanced students, with two or more semesters' experience, the latitude may be lessened and an average of .005 or better may be demanded as a requisite for a grade of 1. The grade to accompany each average must be determined by each individual teacher and should vary within certain limits with the progress and ability of the pupils.

#### *Advantages of Decimal Method*

The principal advantages of this system are: (1) It shows the pupil the exact number of words that he or she is writing per minute, not an arbitrary quantity varying according to the number of errors made; (2) It penalizes the pupil in exact proportion to the number of errors made per hundred words of copy written; (3) It affords a convenient basis of grading each pupil, as it is an index to their true ability.

It may be asked why the average is a negative quantity, a Deficiency Average, and not an Efficiency Average, representing the proportion of correctly written words to the whole rather than the proportion of errors. The answer is simple. If a student makes an average of ten mistakes to each hundred words

(Concluded on page 424)

# CONVENTIONS

## *Department of Business Education of the N. E. A.*

*An Appeal to Commercial Teachers*

*By President A. E. Bullock*

**U**NDER its old form of organization, the Department of Business Education of the N. E. A. had no dues, no membership list, and no machinery by which it could carry on a constructive program of work. The first task of the present officers, therefore, after their election last summer, was to make provision for the revision of the constitution, put on a membership and publicity campaign, and work out definite objectives for the Department to accomplish.

Vice President Reynolds was made chairman of the Constitution Committee, with instructions to present a constitution at the business meeting to be held during N. E. A. convention week at Atlantic City, June 25 to July 1, 1932. In the meantime, suggestions along this line should be sent to her.

### *Platform of the Department of Business Education of the N. E. A.*

Early in the fall some one from each state was invited to serve on the 1931-32 Advisory Committee and to act as Membership Chairman for his or her state. Each of these chairmen was given a supply of publicity booklets, and supplied with stationery and postage if he requested it. Every one was invited to send suggestions to aid the officers in constructing a platform for the Department.

The campaign has gone forward in a very healthy manner, and the results up to the present time are all that could possibly be expected. From the many suggestions that have been received, the officers are now able to announce a feasible, forward-looking, constructive platform. Some of its planks may have to be modified, others may have to be added, and everything listed cannot be done in one or even two years. At any rate, it is worth supporting and working for.

*Tentative Draft, Spring of 1932*

1. To coördinate the efforts of all business education associations in the United States, and to act as spokesman for the business education of the country as a whole;

2. To maintain a secretary of business education at N. E. A. headquarters in Washington, D. C.; (We should probably have a representative council, of suitable size, to work with our officers as a policy-forming body.)

3. To secure membership on the N. E. A. National Council of Education;

4. To prepare and publish abstracts of such publications of the Departments of Commerce, Labor, or others, as may be of interest to business educators;

5. To participate in the benefits of research funds maintained by "foundations" and other agencies; (Over \$52,000,000 was spent on studies last year, and less than \$800,000 had direct bearing on economic education. The objectives, content, and teaching methods of many of our subjects should be examined; in fact, the whole field of business education should be studied. Radical changes have taken place during the past fifteen years. Shall we control and direct future changes, or shall we drift along allowing others to make them for us?)

6. To coöperate, when requested, with local organizations for the purpose of aiding them in the solution of local problems;

7. To prepare reading lists on subjects relating to business and business education and distribute them to our members;

8. To publish a monthly bulletin or magazine for business education;

9. To publish a yearbook on business education which will contain the results of each year's work.

### *Will You Get Behind It Now?*

Do you approve of this platform? Do you suggest any changes? Are you willing to support it, at least to the extent of sending a one-dollar membership fee to the treasurer? If you are, do it now.

Whether we all realize it or not, business education is in a critical condition. It is under-going and will continue to undergo a drastic

change. Think back sixteen or eighteen years, if you can. How different it was to what it is now. Now look ahead twenty years. What do you see? Let us be actors in this drama, not spectators.

Do not let the fact that you may be unable to attend the annual business meeting of the Department prevent you from joining it. Thousands of stockholders are unable to attend the annual stockholders' meeting of their corporation. In this case, they elect their board of directors by proxy. We can do the

(Reprinted from the "Ball State Commerce Journal")

same and then hold our directors responsible for carrying out our wishes.

Business education is your business and my business. Let's run it. We can't do it by scattering our efforts. "In union there is strength." Support your local organization, but be sure to have a strong national spokesman. Join the Department now by sending one dollar to the treasurer (F. W. Loso, Thomas Jefferson High School, Elizabeth, New Jersey). In times like this, education needs your support. Will you support it?



## Spring Convention Gleanings

### Alabama

ALABAMA EDUCATION ASSOCIATION, Commercial Section, Birmingham, March 18.

#### Speakers:

*L. E. Foster*, Manager, Birmingham Chamber of Commerce, *WHAT THE BUSINESS MAN EXPECTS OF THE COMMERCIAL GRADUATE*; *L. O. Lindstrom*, Gregg College, Chicago, *PROGRESS IN TEACHING SHORTHAND*.

#### New Officers:

CHAIRMAN, *Mary V. Hayward*, Woodlawn High School, Birmingham  
VICE CHAIRMAN, *Lelah Brownfield*, Alabama College, Montevallo  
SECRETARY-TREASURER, *Daisy Stacy*, Ensley High School, Birmingham

Place of Next Meeting: Birmingham

### Arkansas

ARKANSAS EDUCATION ASSOCIATION, Commercial Section, Little Rock, March 3-5.

#### Speakers:

*O. L. Wilkins*, Malvern High School, Malvern, *BUSINESS ENGLISH—ITS PRACTICAL VALUE IN THE HIGH SCHOOL*; *H. Wilson*, Capital City Business College, Little Rock, *THE PSYCHOLOGY OF THE TEACHER*; *Kate Harder*, Newport High School, Newport, *A DEMONSTRATION IN SHORTHAND TEACHING*; *C. W. Rhoads*, Stuttgart, *ADVANCING COMMERCIAL EDUCATION*; *C. D. King*, Representative, The Gregg Publishing Company, Chicago, *OBSERVATIONS AND EXPERIENCES*.

#### New Officers:

PRESIDENT, *Marjorie Armstrong*, High School, Searcy  
VICE PRESIDENT, *Mrs. Mabel Iler*, Stuttgart High School, Stuttgart  
SECRETARY-TREASURER, *Sister M. Louis*, St. Scholastica's Academy, Fort Smith

### Connecticut

CONNECTICUT BUSINESS EDUCATORS ASSOCIATION, New Haven, March 12.

#### Speakers:

*Grace M. Kennedy*, New York School of Office Appliance, New York, *THE CLERICAL MACHINE COURSE*; *Ethel A. Rollinson*, Columbia University, New York, *DIAGNOSTIC TESTING AND REMEDIAL TEACHING APPLIED TO SHORTHAND*; *D. D. Lesserberry*, Director of Department of Commercial Education, University of Pittsburgh, Pittsburgh, *SOME IMPLICATIONS OF RESEARCH IN COMMERCIAL EDUCATION*.

#### New Officers:

PRESIDENT, *Harold B. Post*, Post College, Waterbury  
VICE PRESIDENT, *Paul M. Boynton*, Central High School, Bridgeport  
SECRETARY, *Margaret O'Donnell*, Post College, Waterbury  
TREASURER, *George S. Murray*, Commercial High School, New Haven

### Kansas

ARKANSAS VALLEY COMMERCIAL TEACHERS CLUB, Wichita, March 12. Chairman: *H. S. Miller*, Supervisor of Commercial Education, Wichita.

#### Speakers:

*Dr. Leslie B. Sipple*, Municipal University of Wichita, *A SOJOURN IN INDIA*; *J. F. Heffelfinger*, Superintendent of Schools, Newton, *THE VALUE OF THE COMMERCIAL COURSE IN THE HIGH SCHOOL*; *M. E. Garrison*, Credit Men's Association, Wichita, *THE NEXT BOOM AND THE NEXT DEPRESSION*; *R. R. Snair*, High School, Pratt, *THE VALUE OF SALESMANSHIP INSTRUCTION IN THE HIGH SCHOOL*; *B. Bargan*, High School, Oxford, Chairman, *REPORT OF COMMITTEE ON RESEARCH*; *Walter Rinehart*, High School, Hutchinson, Director of *ROUND TABLE DISCUSSION*.

#### New Officers:

CHAIRMAN, *H. S. Miller*, Supervisor of Commercial Education, Wichita  
SECRETARY, *Nora S. Stoss*, Wichita



*Illinois*

ILLINOIS STATE TEACHERS ASSOCIATION, South-Western Division, Commercial Section, East St. Louis, April 1.

## Speakers:

Reverend Walter Schlaretski—THE MARGINAL TEACHING VALUES OF COMMERCIAL SUBJECTS; Lloyd L. Jones, The Gregg Publishing Company, Chicago—BUILDING AND ENRICHING THE JUNIOR COMMERCE COURSE.

## New Officers:

PRESIDENT, J. R. Miller, Head of Commercial Department High School, Collinsville  
VICE PRESIDENT, Miss L. Hackman, High School, Alton  
SECRETARY, Ruth McCall, High School, Collinsville

Date of Next Meeting: October, 1932

*New York*

JUNIOR HIGH SCHOOL CONFERENCE, School of Education, New York University, March 19. Theme: "Improving Business Education in the Junior High School." Chairman: L. A. Rice, State Department of Public Instruction, Trenton, New Jersey.

## Speakers:

Ruth I. Crooker, Junior High School, Summit, New Jersey, CREATING BUSINESS SITUATIONS IN A CLASSROOM; Mary V. Morrissey, Benjamin Franklin Junior High School, Yonkers.

*North Carolina*

NORTH CAROLINA EDUCATION ASSOCIATION, Commercial Section, Charlotte, March 18, 19.

## Speakers:

Dr. N. W. Walker, University of North Carolina, Chapel Hill, THE NEED FOR RAISING THE STANDARD OF THE COMMERCIAL DEPARTMENT AND HOW IT CAN BE DONE, discussion by W. O. Hampton, Principal, High School, Wilmington; Arlesee Puett, South Junior High School, Winston-Salem, and Mrs. Lois Roach, Piedmont Junior High School, Charlotte, COMMERCIAL CURRICULUM OF THE JUNIOR HIGH SCHOOL.

## New Officers:

PRESIDENT, Professor J. P. Williams, Davidson College, Davidson  
VICE PRESIDENT, Anna Lula Dobson, R. J. Reynolds High School, Winston-Salem  
SECRETARY, Cora L. Odom, Central High School, Charlotte

*Ohio*

NORTH-EASTERN OHIO COMMER-

CIAL TEACHERS ASSOCIATION, Cleveland, February 27.

## Speakers:

Ralph Beckert, Professor of Commerce, Ohio University, Athens, THE PROGRAM AND FUNCTION OF THE OHIO COMMERCIAL TEACHERS ASSOCIATION; Miss E. M. Halpert, John Hay High School, Cleveland, THE TEACHING OF JUNIOR BUSINESS TRAINING; Clinton A. Reed, Director of Commercial Education, Albany, New York, THE ADVANTAGES OF HAVING A CITY DIRECTOR OF COMMERCIAL EDUCATION.

## New Officers:

PRESIDENT, Louis D. Huddleston, John Adams High School, Cleveland  
SECRETARY, Imogene Pilcher, Head of Commercial Department, Lincoln High School, Cleveland

*Pennsylvania*

SCHOOLMEN'S WEEK CONVENTION, Commercial Section, Philadelphia, March 9-12. Chairman: Frank W. Streit.

## Speakers:

Thomas J. Milne, Upper Darby High School, Upper Darby, THE PRESENT STATUS OF SHORTHAND IN PENNSYLVANIA; George E. Mumford, Special Assistant, Division of Commercial Education, Philadelphia, THE PRESENT STATUS OF TYPEWRITING IN PENNSYLVANIA; W. L. Einolf, University of Pennsylvania, Philadelphia, IMPROVEMENT OF INSTRUCTION IN COMMERCIAL EDUCATION; Earl W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C., MODERN TRENDS IN VITALIZING INSTRUCTION.

*South Carolina*

SOUTH CAROLINA EDUCATION ASSOCIATION, Commercial Section, Columbia, March 10, 11.

## Speakers:

D. D. Lessenberry, Director of Department of Commercial Education, University of Pittsburgh, Pittsburgh, IMPLICATIONS OF RESEARCH IN COMMERCIAL EDUCATION; Professor George E. Olson, Dean of School of Commerce, University of South Carolina, Columbia, THE PRESENTATION OF BOOKKEEPING AND ACCOUNTING.

## New Officers:

PRESIDENT, Annie Royse, Columbia High School, Columbia  
SECRETARY, Catherine Murchison, Camden High School, Camden

*Tennessee*

TENNESSEE COMMERCIAL TEACHERS ASSOCIATION, Nashville, March 25.

## Speakers:

J. L. Highsaw, Principal, Technical High School, Memphis—A COSMOPOLITAN COURSE OF STUDY; Mrs. Elizabeth Jevon, Shenley High School, Pittsburgh,

Pennsylvania—ADVANCED TYPEWRITING TECHNIQUE; Lloyd L. Jones, The Gregg Publishing Company, Chicago, Illinois—CURRICULUM CONSTITUENTS; J. A. Pendery, South-Western Publishing Company, Cincinnati, Ohio—USE OF PROJECTS AND VISUAL AIDS IN COMMERCIAL EDUCATION; Katherine Olive Bracher, Gregg College, Chicago, Illinois—METHODS IN TEACHING SHORTHAND AND TYPEWRITING.

#### New Officers:

PRESIDENT, T. W. Kittrell, Tennessee Polytechnic Institute, Cookeville  
 VICE PRESIDENT, Mamie Reiter, Central High School, Memphis  
 SECRETARY-TREASURER, Mrs. Dora Neuman, Central High School, Nashville



## Thirty-Fourth Annual Convention of the Eastern Commercial Teachers' Association

Hotel Pennsylvania, New York, N. Y., March 23—26, 1932

#### Officers for 1932

PRESIDENT: Alexander S. Massell, Principal Central Commercial Continuation School, New York, N. Y.  
 VICE PRESIDENT: Catherine F. Nulty, Assistant Professor of Economics, University of Vermont, Burlington, Vermont  
 SECRETARY: Harry I. Good, Head Commercial Department, Hutchinson High School, Buffalo, New York  
 TREASURER: Arnold M. Lloyd, Principal, Banks College, Philadelphia, Pennsylvania

#### Executive Board

Atlee L. Percy, *Ex-Officio*, Professor of Accounting, Boston University, Boston, Massachusetts  
 Harry I. Good, *Secretary*, Hutchinson High School, Buffalo, New York  
 Edward J. McNamara, *Ex-Officio*, Principal High School of Commerce, New York, New York  
 Louis A. Rice, Assistant in Secondary Education, State Department of Public Instruction, Trenton, New Jersey  
 W. E. Douglas, President, Goldey College, Wilmington, Delaware  
 Walter E. Leidner, Instructor, High School of Commerce, Boston, Massachusetts  
 John F. Robinson, Head Bookkeeping Department, Burdett College, Boston, Massachusetts  
 D. D. Lessenberry, Head Department of Commercial Education, University of Pittsburgh, Pittsburgh, Pennsylvania  
 Paul S. Lomax, *Ex-Officio*, Professor of Commercial Education, New York University, New York, New York

#### Place of Next Meeting, Buffalo, New York

THE most successful convention in the history of the E. C. T. A. opened Thursday afternoon, March 24, in the Grand Ballroom of the Hotel Pennsylvania, New York City, with an inspiring musical program furnished by the Boys' Band of the George Washington High School, directed by Luther Gloss, and the Boys' Glee Club of the James Monroe High School, directed by Miss Anna Hoffman, both of New York.

Under the inspiring leadership of this year's officers and executive board and the general membership committee, the paid membership for 1931 exceeded that of the preceding year. This is a record to be proud of, for it will be remembered that last year was a banner year for the Association, with a very large increase over 1929. Evidently the depression has acted as a pedagogic tonic on the commercial teaching profession within the confines of the E. C. T. A.!

#### Opening Addresses

President Percy, in his message to the Convention, called attention to the remarkable progress that the Association has made:

"Since 1897," he said, "the Eastern Commercial Teachers' Association has steadily increased its membership and its influence. Today, our Association receives deserved recognition as one of the oldest, largest, and most progressive organizations in the field of commercial education.

"The past thirty-four years have witnessed amazing progress in commercial education; they have seen struggling business schools emerge from a position of being merely tolerated to one in the sunlight of educational purpose; they have seen recognition gained for commercial education as part of the curricula of public and private secondary schools and colleges; they have had a part in the gradual transformation of business education into education for business; and today thirty-four years of progress merge into the thirty-fifth year of promise."

In the absence of the president of the Board of Education, Hon. George J. Ryan, the address of welcome was delivered by Dr. Harold E. Campbell, associate superintendent of New York schools. Dr. Campbell recalled the time not so long ago when commercial teachers were apologetic with respect to their

calling. He then sketched the great progress that commercial education has made in recent years and stated that every member of this profession is now proud to be known as a commercial teacher. He especially congratulated the members of the E. C. T. A. on its series of scholarly yearbooks, which he described as a real contribution to modern pedagogy.

A most appropriate response was voiced by C. F. Gaugh, principal of Bay Path Institute,

Lesson," by Dr. Henry Levy, a member of the New York Board of Examiners.

The underlying principles that constitute an effective presentation of a unit of instruction were stated by Dr. Levy as follows:

1. Make the lesson seem worth while to the student; appeal to his intellectual curiosity.
2. When the previous knowledge of the student is drawn on, it must be elicited from the student, not volunteered by the teacher.
3. A minimum is stated by the teacher; a maximum is elicited from the student.



*Integrate Press*

**Alexander S. Massell**  
President E. C. T. A.



**Catherine F. Nulty**  
Vice President



*Fred J. Holmes*

**Harry I. Good**  
Secretary



*Eastland Studios, Inc.*

**Arnold M. Lloyd**  
Treasurer

Springfield, Massachusetts, who expressed the gratification of the membership in again being welcomed to New York, "a power house of inspiration."

### General Sessions

Two general sessions were held during the Convention—one Thursday afternoon, and a Saturday morning breakfast, an innovation at this Convention, taking the place of the Friday luncheon of former years.

In the President's Annual Address, delivered Thursday afternoon, Professor Atlee L. Percy of Boston University, Boston, Massachusetts, paid tribute to the classroom teacher as the key to the efficiency of a school system. The modern commercial course offers a much broader foundation than skill development alone. Research was commended as a worthwhile modern pedagogic activity.

In the business world more and more importance is being attached to personality development. Very few employees are actually discharged for deficiency in technical ability, but employers are seeking out those who can get along with others and who can furnish leadership. Professor Percy gave an illuminating analysis of the factors entering into Personality.

The key to successful teaching is to be found in the address on "How the Teacher Uses the Principles of Teaching in Preparing Her

4. Teaching is effective to the extent that the instructor uses illustrative material.

5. Teaching is effective to the degree in which questioning is skillful, stimulating thought and reasoning power. This is the nub of the teaching process.

6. Full utilization of medial and final summaries.

7. Employ drill or habituation.

8. Evoke the pupil's oral response.

9. Stimulate the pupil's maximum activity.

10. Secure the attention, the interest, and the participation of the class.

11. Accomplish the aim of the lesson. All the foregoing is purposeless unless the aim of the lesson is accomplished.

The Application of Teaching Principles to Business Subjects was discussed by Louis A. Rice, assistant in Secondary Education, State Department of Public Instruction, Trenton, New Jersey. Mr. Rice distributed the following summary of his talk:

1. **S**ituation — **A** Bond — **R**esponse  
     ensation ——— (thinking) ——— eult  
     timulus                      eaction

2. Self-activity is the basis of all learning.

3. Three important principles of learning may be stated as laws:

- (a) Law of Readiness—satisfaction of annoyance following learning depends on the learner's impulses before beginning work
- (b) Law of Exercise—repetition or practice strengthens learning
- (c) Law of Effect—satisfaction with learning activities strengthens them; annoyance hinders them.

4. Readiness                      Exercise                      Effect

Readiness, Exercise, and Effect cannot be exclusive of one another.

5. A true state of readiness followed by the right kind of exercise is sure to result in a satisfactory effect.

6. Interest must lead to effort in order to be productive.

7. Motivation is due to either external or internal compulsion; the latter is preferable.

8. Readiness may be secured by setting the stage or by plunging the pupil into subject matter; both methods are valuable.

9. Learning comes through repetition which strengthens the bonds between S and R.

10. Drill may be used for fundamentals, but associative repetition is much more productive.

11. Practice makes perfect if the mind is attentive. The best practice is precise practice.

12. Teaching demands the use of a wealth of material in a variety of ways.

13. The best sort of exercise is the collection and organization of data to answer a challenging problem.

14. Natural and individual habits of study should be developed by the pupils during their school life.

15. The best effect is paradoxical: "The right satisfaction after an interesting experience is a condition of semi-satisfied dissatisfaction."

16. Effect is concerned with summary, judgment, and appreciation.

### *The Association Yearbook*

President Percy called the attention of the Convention to the present plans for the yearbook program begun in 1928:

"Perhaps the most constructive effort undertaken by our Association or by any organization of its kind," he said, "has been the establishment and development of a definite yearbook program, under which each year the entire convention program with its addresses, discussions, deliberations, and results, is built around a central purpose and incorporated in a book that will lend itself to use as a reference and text.

"This program, which was begun in 1928, owes its origin and initial impulse to the inspiring leadership and progressive purpose of Dr. Paul S. Lomax, the editor of the first three yearbooks. These books are a real contribution to the literature of commercial education, emphasizing as they do the application of the fundamental principles of education to the enlarged purpose of commercial education, crystallizing the objectives of our annual deliberations, and making available for teachers a record of annual accomplishment and progressive achievement in the field of commercial education.

"In 1931 Dr. Edward J. McNamara succeeded Dr. Lomax as editor, and a new series of yearbooks was begun. The first book of this series, 'Modern Methods of Teaching Business Subjects,' summarizes the results of last year's convention at Boston. That yearbook has been enthusiastically received by teachers.

"In response to a general demand on the part of the members of the Association we are this year continuing our consideration of this important topic and will publish 'Modern

Methods of Teaching Business Subjects, Volume 2.' To this end the convention program has been carefully arranged; addresses have been prepared with this central purpose in view and recognized experts in special fields have been selected to guide the discussions to definite and constructive conclusions."

### *The Banquet Thursday Night*

The banquet committee under the direction of its co-chairmen, Seth B. Carkin, principal of the Packard School, and John L. Fiedler, first assistant in the Stenography and Type-writing Department of Bushwick High School, Brooklyn, had everything in perfect order for the first "big night" of the Convention.

Starting promptly at 6:30 to the strains of delightful music, the annual Association Banquet lived up to the high precedent set for it by former occasions.

The duties of toastmaster were admirably performed by that master of ceremonies *par excellence*, Dr. Edward J. McNamara.

As an innovation, the committee had arranged the tables to permit dancing during the banquet. This change proved very popular with the members.

In the absence of Mrs. Evelyn W. Allan, principal of Girls' Commercial High School, Brooklyn, and president of the Commercial Education Association of New York City and Vicinity, vice president Seth B. Carkin extended greetings to the Convention.

E. H. Norman, president of the Baltimore Business College, Baltimore, Maryland, extended greetings from the National Commercial Teachers' Federation, of which organization he is president, and invited all the members of the E. C. T. A. to attend the National Convention to be held in Chicago during Christmas Week.

The toastmaster then introduced Charles Milton Newcomb, the widely-known humorist. The toastmaster presented Mr. Newcomb as a "repeater" who had made many friends at the Philadelphia convention in 1929.

His topic, "What Are You Afraid Of?" proved a fine springboard for an adventure into both humor and philosophy. Mr. Newcomb opened with a brief historical description of fear and said it was the largest negative psychological phenomenon. He enumerated six major fears which plague the average man and woman: the fear of accidents, the fear of disease, the fear of losses, the fear of the displeasure of the group, the fear of failure, and the fear of the unknown. The speaker concluded by assuring his audience that every human problem has a solution and that the antidotes to the fears he had mentioned were knowledge, right habits, and faith.

(Continued on page 423)



# SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

**M**OST pictures of pioneers show somewhat hearty octogenarians with hoary heads and weather-wrinkled skins. Texas proudly points to the picture of quite a different sort of pioneer—one who measures her years in summers, who has golden hair, and who hasn't a wrinkle! Miss Irma Deane Fowler, supervisor of commercial subjects in the State Department of Education, is the youthful pioneer.

One of four such supervisors in the United States (other states possessing such officers are California, New Jersey, and New York), she is carrying forward an exceedingly ambitious and worthwhile piece of work. During the school months, from September to May, she visits schools throughout the state, assisting in supervising the work in all subjects taught in the high schools. She plans courses for schools having commercial departments; she compiles reports on her research on commercial subjects being offered in the public schools of other states, as well as standards set up by colleges and universities offering training in business administration.

The writing of bulletins and the issuing of a commercial news letter which keeps teachers informed of the up-to-the-minute trends in commercial work also occupy her time. The summer months are spent in examining material submitted to the State Department of Education for accrediting.

Miss Fowler came to her present position with an excellent background in teaching commercial and other subjects. She attended the public schools of Texas, Nazareth Academy, a private school, Denton Teachers College, and the University of Texas. Her business administration degree and graduate

work were both done in the University of Texas. While in the School of Business Administration there she was also a student assistant.



Christiana-Leberman

**Irma Deane Fowler**  
Supervisor of Commercial Subjects  
Texas State Department of  
Education

She was principal of an elementary school and director of music and art in the grades and high school, a teacher of commercial subjects in high schools, public and private; had had special training and experience in teaching vocational commercial courses under the Smith-Hughes Act, and was assistant examiner of material submitted to the State Department of Education for accrediting in music, art, and commercial subjects before her appointment as supervisor by the State Superintendent of Public Instruction, Mr. S. M. N. Marrs.

The commercial work is in the High School Division of the State Department of Education and is offered in about 800 high schools in Texas.

That Miss Fowler has been chosen to supervise a field of this size is proof in itself of her unusual ability! She was too busy and too modest herself to report the appointment to us, but thanks to Miss Gladys Whitley, of the State Board for Vocational Education at Austin, we are able to pass on the good news to you all, and to extend our hearty congratulations to Miss Fowler.

**T**EACHERS of shorthand, as well as others who are engaged in commercial education, will be interested in a new volume by Haynes and Graham.\* This work is unique in that it combines a clear statement of the research procedures suitable for the business subjects with concise descriptions of a number of actual thesis investigations that have been made in this field.

Chapters are devoted to the newness of

\* Benjamin R. Haynes and Jessie Graham: **RESEARCH IN BUSINESS EDUCATION**, Published by C. C. Crawford, University of Southern California, Los Angeles, 1932. Fabrikoid, 232 pages, \$2.00.

research in business education, fertile fields for research, basic principles of research, types of research applicable to business education, abstracts of actual theses, and bibliographies on business education.

Some of the procedures described include

community and occupational surveys, student follow-up studies, job analyses, and others. The book is significant for its contribution to research techniques and also for its reporting of the procedures and findings of a large number of actual investigations.



## Socializing Recitation in Shorthand

By Florence M. Manning

Los Angeles Junior College, Los Angeles, California

**S**Ocializing the recitation in dictation classes permits a classification of ability and caters to the individual needs of various speed levels to an extent impossible with other forms of class procedure. It has the added advantage of diversifying the dictation period, which may easily become monotonous unless vigilance is maintained.

### Group Dictation

How can a subject like shorthand be socialized? Large classes with a wide variation of ability may be divided into three, four, or five groups, according to the grade of ability in speed, and the number in the class. These groups should be determined preferably by the results of a speed test. The number of groups depends on the registration in the class and the arrangement of the groups:

Group I—Students with the greatest speed

Group IV—Students with the lowest ability and speed in performance

Groups II, III—Divided according to various levels between these points.

Each group arranges itself in a semicircle, with a leader presiding. The leader either dictates the matter herself for a given time at the pace her group is able to go, or delegates this responsibility to someone else in the group, her job being to see that the group work goes over well; that is, that the people in the group hear what is being dictated, and that it is not too much beyond their ability to attain.

### A Practical Plan

"What a bedlam!" you may exclaim. True, there is noise, but it is a busy noise. What office does not require sufficient concentration to enable the individual to give attention to the matter in hand if he is called upon to take dictation amid the clatter of typewriters, the ringing of 'phones, various conversations, and the hubbub going on about him. Are we not too prone to coddle students by making conditions for dictation too perfect?

The chief virtues of the plan are that it

- (1) Develops concentration
- (2) Diversifies the type of recitation
- (3) Relieves the monotony of repetition work
- (4) Gives the lower-paced student a chance to develop without discouragement
- (5) Establishes a higher achievement goal.

### Students Enjoy Finding Their Own Level

A test is given at regular intervals. Students passing the 80-, 90-, or 100-word test advance to a correspondingly higher dictation group.

Where a wide range of ability is present, as occurs in the public junior college and some high schools, the different levels of dictation ability can be reached to advantage. Students progress to higher groups with accelerated dictation or go back to a lower dictation group according to their rates on the performance test. They try zealously to find their level, and like the plan.

Whether this procedure is used fifteen minutes a day for repetition practice or for a full period once a week is entirely a matter for the instructor to decide, according to the problem she has to handle. The teacher alone can determine the most expeditious use of time according to the circumstances with which she is confronted. The writer has used both to advantage.

It goes without saying that there must be movable chairs and that the room be sufficiently large to accommodate several semicircles of students. The writer has used the plan, however, in an ordinary classroom with six groups, varying in number from four to fifteen, where registration in the classes has been large.

This plan is not offered as a substitution for the regular class work, but as a device for varying the work. The students enjoy it. Try it!

# *An Experimental Comparison of Beginning Students' Writing on Standard and Noiseless Typewriters*

By Lilly M. E. Nordgren

*Instructor in Secretarial Training, School of Commerce, Oregon State College, Corvallis, Oregon*

**H**AS the question of noiseless typewriters come up in your school? Are your laboratories being equipped with noiseless machines in response to the demand of business for trained operators of these new machines?

What teaching problems come up?

Do you find that beginners can be taught as effectively upon the noiseless as upon the standard machine?

Are there limitations of speed for the advanced students?

How do the machines hold up for class work?

Will typing teachers be "boosters" or "knockers" for this modern machine which business is accepting with such enthusiasm?

Will teachers be adaptable enough to give the machine a fair trial and be open-minded in decisions regarding it?

Will they be willing to conduct and to accept the results of actual controlled research, and perhaps to alter preconceived notions and theoretical ideas regarding both the machine and methods of teaching?

## *The Noiseless vs. Standard*

During the past two or three years all of these questions have presented themselves to the staff of the Secretarial Training Department of the School of Commerce, Oregon State College, Corvallis, Oregon. When, before the fall quarter of 1930, one of the three typewriting laboratories was equipped with noiseless machines for classroom work, the issues became paramount.

The plan then adopted was to use the room for transcription classes, and to include other sections as the development seemed feasible. The suggestion was advanced that perhaps the other two laboratories would be similarly equipped at some future time, and all training, therefore, would be done on noiseless machines eventually.

This possibility brought forth a great deal of discussion on the part of instructors and students as to the comparative advantages of the two machines and the learning process on them. Most of the students and teachers were of the opinion, regardless of any dif-

ficulty they had experienced personally in transferring from the standard to the noiseless machine, that beginning training should be given on the standard machine. These opinions were based largely on their ideas that rhythm and kinaesthesia in learning to typewrite are more readily acquired through the firmer touch necessary on the standard.

In discussing the problem with a number of outstanding teachers of typewriting, personally and by letter, I have found the same general opinion—that the use of the noiseless typewriter in beginning work would not be satisfactory, since it would be more difficult for the student to sense rhythmic stroking without hearing the click of the keys.

Almost all the teachers *like*, or at least willingly accept, the noiseless typewriter for advanced work.

That there is an adjustment period if an individual transfers from one machine to another is evident. The operator of a standard machine will be somewhat bothered by the absence of noise as well as by the peculiar touch of a noiseless machine, just as the operator of a noiseless will be annoyed by the noise and touch of a standard machine. Is the opinion valid then, that all beginning training should be on standard typewriters, regardless of this adjustment period and of the fact that the use of noiseless machines is likely to become more and more widespread?

## *An Experiment with Beginners*

Because of the pertinence of the problem, I secured permission to conduct an experiment with beginning classes on the two kinds of machines. The object of the experiment was to determine whether or not the actual accomplishment of beginning students varied significantly because of the kind of machine used. Dr. Harold Benjamin, of the School of Education, Stanford University, approved the study for a Master's thesis, and gave many suggestions and helpful guidance throughout.

It was necessary, of course, to keep all factors except the kind of machine constant—and if you have ever tried teaching three classes in *exactly* the same way, with the same drills and timing, you can realize the difficulty

of keeping the experiment scientific. However, as far as was humanly possible, the three classes were taught in exactly the same manner, with identical drills and copy, the only variant being the kind of typewriter. Even when a drill proved ineffective in one class, the same drill was used in the others, so as not to give any advantage to later classes. It was quite a game with myself to keep from adapting exercises to the particular classes and to keep the same rhythm throughout—it seemed sometimes as if I were eating, sleeping, and dreaming with a stop watch still in my hand.

Three morning classes (8, 10, and 11 o'clock), meeting five days a week during the fall quarter (September 29 to December 12, 1930), were used for the experiment. The 8 o'clock section was scheduled for the noiseless typewriter laboratory, and became the experimental group. Unfortunately, the 8 and 11 o'clock sections were extremely small, due to conflicts with other required basic subjects; but with careful pairing it was possible to secure sixteen in each of two matched groups. I had hoped to have thirty-five at least, but the numbers were beyond our control, and I proceeded as carefully as possible so as to make the experiment worth while even with the smaller number.

### *The Experiment Under Way*

The first five weeks, September 29 to October 31, were spent in teaching the keyboard, rhythm drills as well as untimed drills and short units of timed writing being given. No special adaptation of drills to either machine was attempted, stress being on "quickness of stroking reaction," for instance, rather than specific method of attaining it. There was no emphasis placed on sound response.

No attempt was made to measure the work of the first five weeks, since there is not a definite curve of learning or improvement in touch typewriting, and, unless a certain point is passed, work of any reasonable kind is out of the question. Briefly, as we all know, certain elementary habit groups have to be formed before the individual can attain a positive score at all.

Beginning on November 3, a ten-minute period of timed writing on straight copy was given daily, along with a continuance of technique drills. During the latter part of the quarter, two periods of ten-minute timed writings were given on six days, and three ten-minute writings were given on the last day. The data from these writings, carefully checked, and results given in (1) total five-stroke words written, (2) errors made, and (3) net rate per minute, form the basis of

the comparisons and conclusions which were drawn.

### *Distraction Test Given*

In order to secure some measure of the students' reaction to unusual noise stimuli while typing, an electric buzzer was rung intermittently (for five seconds every half minute) during two of the ten-minute writings. The distraction test was given as the second writing on December 11, and as the first on the following day. The correlation of the total of net rates on the two distraction tests with the net rates of the three best writings was very high (.91 with probable error of .02), showing that the unusual noise changed the ranking of the students but very slightly.

### *Accuracy Stressed*

It may be noted that throughout the experiment the word "test" was avoided in referring to the timed writings, and accuracy was held more important than speed.

### *Data Shows Best Work During Last Seven Days*

Unfortunately, there were a number of interruptions due to holidays and special meetings. On a few days it was deemed desirable to give longer or shorter or no periods of timed writing; and individual absences and machine trouble caused some omissions in the records. However, the final data gathered included records of 28 ten-minute writings, thirteen of which were given during November, and the remainder during the first two weeks in December—with a few scattered individual omissions.

Complete records of each ten-minute writing were kept for all students in the three sections. These included (1) total words written, (2) errors made, and (3) net rate per minute. The papers were checked three times, first by the student, second by another student or by an assistant, and third by me.

Material used was that sent out by the different typewriter companies as practice and test material. It is nontechnical, and of comparable difficulty.

This keeping of daily statistics was a tedious task, of course, and it was suggested that I take only a weekly sampling because a measure of daily progress was not intended. But it seemed to me that an intensive study would be more scientific and significant in view of the small groups available for comparison. I found, however, that most of the students did their best work during the last seven days, and if I were to conduct a similar experiment again, I should feel that careful records of the last two weeks of work would



give a sufficiently large and accurate amount of data on which to base comparisons and conclusions.

### *"Pairing" Difficulties*

It might be possible also at another time to pair the students in advance for matched groups, but as I could not secure the scores of the psychological examinations until almost the end of the quarter, I kept the data for the full classes.

The pairing of groups for experimental analysis in typewriting, especially with beginners who have no basic rate, is a difficult problem. Both mental and physical elements are involved in the complex process of acquiring skill in typewriting. Accurate techniques for measuring the component factors in typing ability or of predicting typing ability have not yet been determined. Some writers have given general intelligence a comparatively important place in motor ability, others find no relation between intelligence quotients and scores in motor tests or in average scores in typewriting.

It seemed logical, however, that the basis for pairing should contain both the factors of intelligence and motor control; and a combination of scores on the following criteria was decided upon: (1) Psychological test scores, (2) Scores of Hoke Prognostic Test of Stenographic Ability, and (3) Tapping rates on the typewriter.

The psychological test scores, from Thurston's American Council on Education Tests, were secured (upon swearing secrecy and scientific purpose!) from the college registrar.

The sum of the scores on each part of the Hoke Prognostic Test, omitting the third (quality of writing) because of difficulty in scoring and comparative unimportance, gave the second score used in pairing.

### *Tapping Rates*

Tapping rates on the typewriter were taken at the end of the first week. A sheet was inserted in the machine and students instructed to strike the keys as quickly as possible in order to make a clear impression on the paper. Fifteen seconds, with short rest periods between, were allowed for tapping (1) J—with the right index finger, (2) F—with the left index finger, and (3) J—F alternating. The strokes were counted and transferred into minute rates by multiplying by four. The three rates for each individual were then added to indicate general tapping ability. This total was divided by ten (arbitrarily, so as not to give one factor too much value in pairing) to get the score for tapping.

The sum of the scores on the psychological tests, Hoke tests, and tapping tests formed the basis used for pairing. In addition to these sums, consideration was given to any previous musical training and familiarity with the typewriter, which students were asked to list. This was done to equalize any superior muscular control or advantage which these factors might possibly give.

### *Comparing the Scores*

The score for each of the students writing on a noiseless machine was matched as closely as possible by the score of a student writing on a standard machine—thus the two groups for comparison were attained. With the limited numbers it was impossible to match every detail exactly, but the matching was close enough to study groups effectively.

The mean score of the noiseless group was 613, with a standard error of 56; of the standard group was 615, with a standard error of 54. This difference in means was found to be statistically insignificant.

That the Hoke Prognostic Test has not proved reliable in predicting stenographic ability was called to my attention after the data had been completed, by a letter from E. W. Barnhart, chief of the Commercial Education Service, Federal Board for Vocational Education. He doubted the wisdom of using this test as a basis for pairing groups, since no definite correlations of what it really measures have been found. This unreliability was further indicated in an investigation of correlation between the Hoke test and achievement tests in shorthand by Eva M. Jessup, assistant supervisor of the Department of Commercial Education for the Los Angeles city schools, and published in their Educational Research Bulletin of May, 1928. The conclusion was that the total score obtained did not correlate with achievement tests, although there was some correlation found with separate parts of the test.

The test has, of course, no direct reference to typing ability; but to check on the equality of the groups, the Hoke test scores were eliminated from the totals for comparison, and it was found that the experimental and control groups were just as closely matched as before. The mean score, based only on mental and tapping tests, for each of the two groups was 226; the standard error for the noiseless group was 30, and for the standard group was 31. This is, apparently, not a significant difference.

No better criteria nor techniques were available for prediction of typing ability, so these bases were accepted for matching the two groups. (It is interesting to note that later in comparing these bases with the total net

(Continued on page 422)

**O. G. A. TEST COPY**

# EDITORIAL COMMENT

ON SUNDRY TOPICS

## *Motivation in Quick Keyboard Coverage*

**P**ROBABLY the strongest emotion or desire a student possesses when he first sits down at a typewriter is to *write something*. It may be *Mary* or it may be *John*—all depending on what is in the mind of the would-be typist at the moment. At any rate this is a desire that in a measure should be gratified as soon as possible, we believe, otherwise there will not be the feeling of satisfaction that makes learning proceed the most effectively.

A good illustration of this is found in a recent experience. We had at our house a little girl of nine as a week-end visitor. She became intrigued with a portable typewriter as soon as she laid eyes on it—and naturally wanted to see how it worked. And she worked at it, too! She was shown how to insert the paper and how to tap the keys, nothing more. In less than a minute she made a discovery—that when she “printed” the first letter of her name it was not a big letter, as she thought it would be, but looked the same size as other letters much to her astonishment and possibly loss of confidence in the contraption. A simple explanation put her right on that point. Then she immediately encountered another difficulty—all the words ran together. She found the way out of that herself. After a few experiments in writing names, ambition grew and she wanted to do something big and important. She copied creditably a page from an advertising circular consisting of a number of questions, such, for example, as “Who was Columbus?” Her next procedure was interesting and enlightening. She wrote a story. The title was “A Lonely Little Girl”—lonely spelled “lonley.” We wondered for a moment whether or not this title was a reflection on the quality of our hospitality and entertainment! But we were quickly relieved of any doubt on that point. The young lady in question was not only a potential “authoress” but an astute business woman, if you please, for upon completion of the story she wanted to know whether or not the Gregg Publishing Company would undertake the publication of the story and how much she would receive

for it. This teaches us that we should not carry this motivation idea too far; it may get involved and dangerous, when finances are introduced into the equation!

We hear a great deal about the use of shorthand and typewriting in a natural situation. Here was the complete cycle of typing experience in quick succession, under normal conditions. First, learning (?) to use the machine; second, copying something that had already been thought out; and third, using the machine for original composition. It was interesting to study the child's reactions. It was not teaching, of course, and the “method” is not to be recommended as a steady diet. It is certain, however, that she did not acquire a sufficient number of bad habits of operation in her brief experience to bar her forever from becoming a good secretary to a business executive. The important point is she was jubilant over her success; she felt the satisfaction of achievement, and her enthusiasm apparently did not wane so long as the typewriter was available. Her motivation now appears to be permanent—but we shall see!

This normal reaction of a child is directly applicable to the quick coverage of the keyboard in learning to type by scientific methods. There is nothing particularly new in it. Heretofore, however, our typing books have been designed along the line of *completing* skill development on a particular fingering section of the keyboard before giving the student an opportunity to enrich his writing vocabulary and typing experience. Unfortunately, motivation does not constitute the complete solution of the problem of learning to type effectively. Many important problems require a correct solution at the very beginning of learning to type, if we expect to learn in the most economical way and to lay the foundation for the highest type of skill. Certain prewriting machine operations must be learned—inserting the paper, spacing for a new line and returning the carriage to the starting point, spacing between words, etc.—before any writing can be done. With these

settled, we can turn our attention to the operation of the keyboard. Even there we cannot economically undertake the mastery of the entire keyboard at one fell swoop. The question of the correct fingers to be used on the different keys comes into the picture immediately. If we are to proceed educationally from the easy to the difficult we start with the fingers that present the least difficulty in the way of control—the first fingers. A short time spent with these acquaints the student reasonably well with the reaches and stroking. Then, in rapid succession, we proceed to the second fingers, the third, and finally the fourth, always keeping in mind the necessity for review on reaches and strokings previously but partially learned.

By covering the keyboard in this way, we give the student quickly a reasonable degree of skill in reaching and stroking the keys correctly. This is a fundamental consideration, for without correct fingering, reaching, and stroking, a high type of skill is impossible. In the Rational texts approximately four weeks were supposed to be devoted to learning the keyboard, but along with this it must be remembered that the student was acquiring the writing pattern of the most frequently recurring words that could be written with the fingers already brought into play. Experience convinces us that it is not necessary immediately to go quite so far in this direction. Consequently, in the present series of typing books, the time for the keyboard coverage has been considerably shortened. In the Complete Course this was reduced to eight periods; in the College Edition, which is now already in the hands of teachers, this time has been reduced to five periods, the reason being that students of college grade, whose knowledge, power of concentration, and judgment are superior to those of a lower grade, will be able to make this quicker coverage without sacrificing fundamental technique training or lowering the standard of performance.

But covering the keyboard quickly and letting the matter rest there is no solution of the problem of learning to type effectively, however much it contributes in the way of motivation and in giving an opportunity for richer typing experience. In all the texts in the Gregg Typing series, scientific provision is made for carrying on the work of perfecting the technique through constant reviews, and for the mastery of new words occurring in the list of the one thousand most common words and other words that tend to prevent or smooth out technical difficulties. So as to avoid monotony, these assignments are short and are followed by sentence and paragraph practice in which similar or the same words are employed.

Perfection of typing technique is something

that cannot be approached as a piecemeal job, however valuable piecemeal work is on certain phases of it. We must look to the ultimate use of operating skill and be sure to bring in all factors that will as soon as possible allow the student to use his typing skill in a natural situation. As an illustration of this, most of the exercises in Gregg Typing take into consideration the value of the frequent combinations in developing both speed and accuracy. If typing is kept on an individual letter-making basis too long, it becomes a habit and the student finds difficulty in securing the necessary fluency and sustained effort.

Quick coverage of the keyboard as provided in the Gregg Typing texts is already getting the most favorable reactions from teachers. A large proportion of them welcome the innovation and are enthusiastic over it. There is no doubt whatever of its value in capturing the interest of students. They have the same desire to get along as they did to get started.



## Obituary

William M. Dowden

MR. WILLIAM M. DOWDEN, for many years president and owner of the Lansing Business University, Lansing, Michigan, passed away at his home on March 3 after a prolonged illness.

Mr. Dowden was born in Crawfordsville, Indiana, in 1878, and received his normal school training in the Central Normal School of Danville, Indiana. After several years of business and teaching experience in Terre Haute, Indiana, he became manager of the Metropolitan Business College in Chicago. Three years later he affiliated with the Brown chain of schools as manager of their school at Moline, Illinois, where he remained until he purchased the Lansing Business University in 1920.

Mr. Dowden attributed a great measure of his success to his wife, who has been a partner in all his business undertakings. For several years Mrs. Dowden was head of the Shorthand and Secretarial departments of the school.

Mr. Dowden held important positions in many fraternal, educational, and civic organizations, and was an active member of the Universalist Church.

His exceptional generosity, optimism, and helpful guidance of the young people of his community will long be remembered throughout the state, which he served so well as an educator and a citizen. Our deepest sympathies are extended to his family.



# Supplement to 1932 Summer School Directory

**O**UR April issue carried a directory of special classes in commercial teacher training for the summer of 1932. A number of announcements received too late for publication in our April issue, reports of additional courses, and corrections are included in this supplementary announcement.

## Arizona

Arizona State Teachers College  
Flagstaff

*Additional courses*—Business English and Correspondence, Secretarial Training and Office Practice: E. E. Spanabel

June 6 to July 8; July 11 to August 12

Dr. Earl W. Atkinson, Director

## California

University of Southern California  
University Park, Los Angeles

*Additional courses*—First term: Education 148. Business Education in Secondary Schools (2 units): Jessie Graham; Education 191J. Curriculum and Methods in Junior Business Training (2 units): Dr. Benjamin R. Haynes; Education 191A. Curriculum and Methods in Accounting (2 units): Mr. Cox; Education 191M. Curriculum and Methods in Merchandising Subjects (2 units): Monette Todd; Education 191Sh. Curriculum and Methods in Gregg Shorthand (2 units): Eva M. Jessup; Education 191T. Curriculum and Methods in Typewriting (2 units): Eva M. Jessup; Education 248a. Seminar in Business Education (2 units): Dr. Benjamin R. Haynes; Education 249. Curriculum Construction in Business Education (2 units): Jessie Graham; Education 261ab. Thesis Seminar (4 units—credit only on satisfactory completion of thesis; students may register for 2 units in summer session): Dr. Benjamin R. Haynes

Second term: Education 149. Problems in Business Education (2 units): Dr. Benjamin R. Haynes; Education 248b. Seminar in Business Education (2 units): Dr. Benjamin R. Haynes; Sec. Adm. 150. Office Management (2 units): Dr. Benjamin R. Haynes

Two terms: June 20 to July 29; August 1 to September 2

Dean Lester B. Rogers, Director

## Kentucky

Bowling Green Business University  
Bowling Green

*Additional courses*—Methods of Teaching Shorthand and Typewriting: Ray Wall Fisher

June 6 to July 9; July 11 to August 13

W. S. Ashby, Director of Summer Session

## Louisiana

State Normal College  
Natchitoches

Content and Methods Courses in Shorthand, Type-

writing, Elementary Accounting, Economics, and Allied Subjects: N. B. Morrison and Wilma Pace

Two terms—June 1 to July 9; July 11 to August 20

W. W. Tison, Director

## Massachusetts

Jordan Secretarial-Tutorial Schools  
Room 428, 30 Huntington Avenue  
Boston

Intensive Courses and Methods in Gregg Shorthand and Typing; Tutoring in High School Subjects

Beginning June 21

Evelyn Kent Lossone, Director

## New York

State College for Teachers  
Albany

Business Arithmetic (2 hours), Theory and Practice of Accounts (2 hours), Principles and Factors of Economic Geography (2 hours), Commercial Law (2 hours), Principles of Gregg Shorthand (2 hours), Methods of Teaching Typewriting (2 hours), Commercial Correspondence (2 hours), Principles and Methods in Commercial Education (2 hours), Business Practice and Procedures (2 hours). Instructors: R. Stickney, H. M. Terwilliger, G. M. York

July 5 to August 12

Dr. M. G. Nelson, Director

Columbia University  
New York City

Elementary Stenography (4 points), Elementary Typewriting (2 points), Advanced Stenography (4 points); Advanced Typewriting (1 point), High Speed Stenography (2 points), Curriculum Making for Commercial Courses in Secondary Schools (3 points), The Supervision of Commercial Education (2 points); Methods for Commercial Subjects (3 points), Construction of Teaching Materials for Transcribing Classes (2 points), Problems in the Psychology of Commercial Subjects (2 points), Teaching of Shorthand (2 points), Demonstration Class in Elementary Gregg Shorthand (2 points), Teaching of Typewriting (2 points), Demonstration Class in Elementary Typewriting (2 points), The Teaching of Elementary Business Training (2 points), Demonstration Class in Elementary Business Training (2 points). Instructors: Harold Buckley, E. W. Barnhart, Mrs. Florence Sparks Barnhart, N. K. Bryant, J. G. Kirk, W. R. Odell, Zillah K. MacDonald, Ethel A. Rollinson, Mrs. Esta Ross Stuart, J. J. Wright, W. E. Harned

July 5 to August 12

John J. Coss, Director

New York University  
School of Education, Washington Square  
New York City

*Additional courses*—Professor Helen Reynolds, Ohio University, will offer courses in Principles and Problems of Office Practice and in Methods of Teaching Typewriting.

*Correction*—Professor Peter L. Agnew's name was incorrectly printed in our April issue.

(Continued on page 414)

# Daily Lesson Plans in Gregg Shorthand

By M. E. Zinman, M.A., C.S.R.

Chairman, Shorthand Department, Abraham Lincoln High School, Brooklyn, New York

Roslyn E. Strelnin, B.A., and Elizabeth Friend, B.S. in Commerce

Instructors, Abraham Lincoln High School, Brooklyn, New York

(Concluded from the April issue)

## Thirty-First Week

### FIRST DAY—Unit 34

**AIM**—To present and drill upon the shorthand outlines for the states and territories of the United States.

**REVIEW**—Dictate Par. 235.

**PREVIEW LETTER**—Based on review words of Unit 33 and words of the Abbreviating Principle because the shorthand outlines for the states follow the longhand abbreviation or apply the abbreviating principle.

Mr. L. R. Brown,  
Atlanta, Ga.

Dear Sir:

Mr. J. E. Young, leader of the *Republican Party*, left this morning on the <sup>20</sup>*New York Central* for your city. He should arrive tomorrow at 6 P. M.

His favorable attitude towards<sup>40</sup> your local party journal has been indicated on numerous occasions and I know that he is<sup>60</sup> particularly anxious to talk to you about it at this time. He has a plan for the consolidation of<sup>80</sup> your paper with several others, thus giving each of you the benefit of the other's experience and<sup>100</sup> financial backing. He will call on you in the course of the next day or so.

Yours truly, (116)

**PRESENTATION SENTENCES**—Based on review words of Unit 33 and new words of Unit 34. (1) Outlines written according to longhand abbreviations.

Alabama	In <i>Alabama</i> the selling price of this article is much lower.
California	The General Manager of the Michigan Central says it does not go to <i>California</i> .
Delaware	The price list and order blank were mailed to you in <i>Delaware</i> .
Georgia	Is there a Board of Education in <i>Georgia</i> ?
Illinois	The Illinois Central runs through <i>Illinois</i> .
Louisiana	The member banks of <i>Louisiana</i> required a certificate of deposit.
North Dakota	The <i>North Dakota</i> Board of Trade requested a bond and mortgage in this case.
Rhode Island	What political party is in power in <i>Rhode Island</i> ?

*West Virginia* The curb market and stock market prices will be sent to you in *West Virginia*.

(2) Outlines written according to abbreviating principle.

Alaska	The general manager of the Canadian Pacific is interested in extending the line to <i>Alaska</i> .
Colorado	The chairman of the board insisted that this indemnity policy be sold in <i>Colorado</i> .
Iowa	According to the Associated Press he was in <i>Iowa</i> at 3 A. M.
Nebraska	The application blank should be sent to the general manager of the <i>Nebraska</i> Packing Company.
Oregon	This merchandise will be shipped to <i>Oregon</i> C. O. D.
South Carolina	Great Britain is selling these goods in <i>South Carolina</i> .

### ASSIGNMENT—

#### Review

#### New

- Page 1—Brief forms, Units 18-1, once.  
 2—Words, Units 32-1, once.  
 3—Unit 33, three Par. 238, several times.  
 4—Sentences in class, three times.  
 5—Letters in class, three times.

**SUMMARY LETTERS**—(1) Based on new words and review words of Unit 33:

Mr. E. L. Harvey  
Associated Press  
New York, N. Y.

Dear Sir:

Our board of management has divided<sup>20</sup> the country into eight great news centers. Each one may have several of your representatives there at all times.<sup>40</sup> The cities in each state have not as yet been chosen. Here is a list of the state news centers: *Maine, New York, Delaware,*<sup>60</sup> *Florida, Louisiana, Michigan, Washington, and California.*

We are submitting this list<sup>80</sup> for your approval. May we hear from you soon?

Cordially yours, (91)

## (2) Based on new words and review words of Unit 32:

The Domestic Phonograph Company  
Dallas, Texas

Gentlemen:

I am interested in selling your<sup>20</sup> practical musical article in several localities, particularly in *New Hampshire, Vermont,<sup>40</sup> Connecticut, Massachusetts, and New York.*

The Artistic Musical Company will testify that I possess<sup>60</sup> selling ability. I sold their merchandise in *New Jersey, Pennsylvania, Delaware, Virginia,<sup>80</sup> and West Virginia* for over ten years.

I should appreciate your letting me handle your line on trial<sup>100</sup> for two weeks, and if I do not prove satisfactory in that time I shall leave your employ.

Sincerely yours, (119)

**SUPPLEMENTARY DICTATION**—(1) Bisbee's "Dictation for Beginners," page 156, Par. 15; (2) Wilson's "Progressive Dictation," page 88, Par. 284.

## SECOND DAY

**AIM**—To present and drill upon the shorthand outline for the principal cities of the United States as presented upon pages 147-148 of the Manual.

**REVIEW**—Dictate Par. 238 of the Manual.

**PREVIEW LETTER**—Based on review words of Unit 34 and outlines for such cities as have been used by students before, such as *Philadelphia, Chicago, New York, Albany, etc.*

Mr. E. R. Rice  
248 Main Street  
Albany, New York

Dear Sir:

The New York Steel Company has<sup>20</sup> offices in *Philadelphia, Chicago, and New York* at present. We are anxious to open branch offices<sup>40</sup> in the south and west, and since you have handled our Albany office so successfully, we wondered whether<sup>60</sup> or not you would be interested in managing an office in North Carolina that would control the sales<sup>80</sup> to South Carolina, Virginia, West Virginia, Kentucky, Tennessee, Georgia, Louisiana,<sup>100</sup> and Florida as well. As you can see this is a big undertaking, but we feel that you are the man for the<sup>120</sup> job.

We shall expect a reply by return mail.

Yours very truly, (132)

**PRESENTATION SENTENCES**—Based on review words of Par. 238 and new words of Par. 239 (pages 147 and 148).

<i>Los Angeles</i>	<i>Los Angeles</i> is one of the prominent cities of California.
<i>Detroit</i>	<i>Detroit</i> is a shipping center for Michigan.
<i>Cleveland</i>	The Ohio Board of Trade recommended <i>Cleveland</i> for the project.
<i>Pittsburgh</i>	The coal mines of <i>Pittsburgh</i> have made Pennsylvania famous.
<i>Newark</i>	<i>Newark</i> is the metropolis for many small New Jersey towns.
<i>Minneapolis</i>	Minnesota points with pride to the development of <i>Minneapolis</i> .

<i>Cincinnati</i>	Several great Ohio men came from <i>Cincinnati</i> .
<i>Indianapolis</i>	The Indiana merchants ship a great deal of material to <i>Indianapolis</i> .
<i>Rochester</i>	The <i>Rochester</i> School of Music is one of the greatest of its kind.
<i>Denver</i>	<i>Denver</i> , Colorado, draws people from all over the country because of its healthful air.
<i>Birmingham</i>	The salesman stopped at <i>Birmingham</i> at the end of his trip.
<i>Richmond</i>	There are several new business enterprises in <i>Richmond</i> .
<i>New Haven</i>	<i>New Haven</i> is one of the older cities of the United States.

## ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 18-1.	
2—Words, Units 33-1.	
3—Words, Par. 238.	Words, Par. 239, through <i>Fort Worth</i>
4—Sentences in class, three times.	
5—Letters in class, three times.	

**SUMMARY LETTERS**—(1) Based on new words of Unit 34 and review words of Unit 31:

Feature Picture Corporation  
Los Angeles, California  
Gentlemen:

We shall require a new extensive<sup>20</sup> group of films for our new group of theatres in *Cincinnati, Cleveland, Detroit, Minneapolis, and<sup>40</sup> Indianapolis*. We expect you to secure three different films for each city. We know that this is a departure<sup>60</sup> from your regular assignments, but it is an emergency and we feel that it will actually be<sup>80</sup> to our mutual benefit if the result is satisfactory.

You may wire us at either our *Pittsburgh<sup>100</sup>* or our *Denver* office and let us know what you can secure.

Yours very truly, (114)

(2) Based on new words of Unit 34 and review words of Unit 30:

Boston Wholesale Company  
Boston, Mass.  
Gentlemen:

Our customers write us and tell us that your<sup>20</sup> merchandise is excellent, your price right, but that your deliveries are very poor. We have had these reports from firms<sup>40</sup> in *New York, Jersey City, Newark, Rochester, New Haven, and several others*. Because there are so many<sup>60</sup> complaints, we feel that something should be done at once to reorganize your Shipping Department rather than lose all<sup>80</sup> this trade. We shall await your reply with a great deal of interest.

Yours sincerely, (95)

**SUPPLEMENTARY DICTATION**—(1) Bisbee's "Dictation for Beginners," page 153, Par. 2, and page 154, Pars. 6, 9, 11; (2) Wilson's "Progressive Dictation," page 88, Par. 255.

## THIRD DAY

**AIM**—To continue the presentation of and drill upon the shorthand outlines of cities in the United States.

**REVIEW**—Dictate Par. 238 and Par. 239, through *Fort Worth*.

**PREVIEW LETTER**—Based on review words of Unit 34.

Mr. A. T. Columbus  
267 Akron Avenue  
Akron, Ohio

Dear Sir:

In your<sup>20</sup> last letter you asked for a complete list of our branch offices. We never have published such a list, but I will<sup>40</sup> give you the offices in the states near you. You may feel free to call on any or all of them for information<sup>60</sup> and service, since each specializes in one particular type of service. In *Ohio*, you will find<sup>80</sup> agencies in *Cleveland*, *Cincinnati*, and *Columbus*; in *Michigan* we are represented in *Detroit*; in<sup>100</sup> *Missouri* in *St. Louis* and *Milwaukee*; and in *New York* in *Syracuse* and *Buffalo*.

I trust that this information<sup>120</sup> will be adequate. We are always glad to be of service to you, Mr. Columbus.

Sincerely yours, (140)

**PRESENTATION SENTENCES**—Based on review words of Unit 34 and new words of Par. 239.

<i>Tulsa</i>	How long will it take to ship the package from Los Angeles to <i>Tulsa</i> ?
<i>Long Beach</i>	There is a <i>Long Beach</i> in California and another in New York.
<i>Des Moines</i>	The salesman will stop at <i>Des Moines</i> on his way to Seattle.
<i>Paterson</i>	Most of New Jersey's silk mills may be found in <i>Paterson</i> .
<i>Jacksonville</i>	This train will stop at Atlanta, Louisville, and <i>Jacksonville</i> .
<i>Salt Lake City</i>	Have you ever been to <i>Salt Lake City</i> or <i>St. Paul</i> ?
<i>Camden</i>	The man went by airplane from <i>Camden</i> to Dayton.
<i>Wilmington</i>	I wrote to the Delaware Board of Trade in <i>Wilmington</i> but received no reply.
<i>San Diego</i>	Will you stop in <i>San Diego</i> on your California trip?
<i>Elisabeth</i>	This train stops at Newark, <i>Elisabeth</i> , and Philadelphia.
<i>Canton</i>	You may do a marvelous business if you will take the time to stop at <i>Canton</i> .
<i>El Paso</i>	This merchandise will be shipped from New York to <i>El Paso</i> via the Northern Pacific.
<i>Spokane</i>	Our Washington branch is in <i>Spokane</i> .
<i>Tacoma</i>	<i>Tacoma</i> is served by our Seattle office.

#### ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 18-1.	
2—Words, Units 33-1.	
3—Words, Pars. 238, 239, through <i>Fort Worth</i> .	Par. 239 from <i>Tulsa</i> on.
4—Sentences in class, three times.	Par. 240.
5—Letters in class, three times.	

**SUMMARY LETTERS**—(1) Based on new words of Unit 34 and review words of Unit 29:

Mr. E. L. MacNeil  
*Paterson*, New Jersey

Dear Mr. MacNeil:

I am inclined to agree with you that it<sup>20</sup> is of paramount importance that we establish several new offices. *Camden* and *Elisabeth* are<sup>40</sup> good because of the facility with which goods may be shipped. *San Diego*, *El Paso*, and *Long Beach* would serve well<sup>60</sup> for California offices and could be directly under the supervision of our Mr. *Tulsa*.<sup>80</sup>

Yours truly, (82)

(2) Based on new words of Unit 34 and review words of Unit 28:

Electric Contracting Company  
Wilmington, Delaware  
Gentlemen:

I am interested in distributing<sup>20</sup> your electric appliances throughout several of our large cities, namely, *Scranton*, *Reading*, and *Erie*<sup>40</sup> in Pennsylvania; *Grand Rapids* and *Flint* in Michigan; and *Spokane*, *Tacoma*, and *Seattle* in Washington.<sup>60</sup>

By giving me the contract for distributing these articles, you will be centralizing and simplifying<sup>80</sup> your marketing problem. I assure you that I can handle the job well.

Yours truly, (96)

**SUPPLEMENTARY DICTATION**—(1) Wilson's "Progressive Dictation," page 88, Pars. 256, 257; (2) Bisbee's "Dictation for Beginners," page 156, Pars. 13, 14.

#### FOURTH DAY

**AIM**—To present and drill upon the short-hand outlines for name terminations as *-burg*, *-ville*, *-field*, *-port*, *-ington*, *-ingham*.

**REVIEW**—Dictate Par. 239, Manual.

**PREVIEW LETTER**—Based on review words of Unit 34 and such introductory words as *Louisville*, *Nashville*, *Springfield*, *Bridgeport*, *Hartford*, *Wilmington*, *Birmingham*, *Youngstown*, *Trenton*.

Mr. J. C. Hartford  
613 East Springfield Avenue  
Bridgeport, Conn.  
Dear Sir:

On my last<sup>20</sup> two trips—one through *Louisville*, *Nashville*, and *Wilmington*, the other through *Bridgeport*, *Hartford*, and *Trenton*—I found that business<sup>40</sup> was decreasing because of the lack of personal activity on the part of the general manager.<sup>60</sup> On the other hand, in *Springfield*, *Birmingham*, and *Youngstown* the business is going ahead of last year's, although<sup>80</sup> there is a general depression, simply because the manager is on the job every minute of the<sup>100</sup> day.

May I ask for your cooperation in this matter?  
Sincerely, (113)

**PRESENTATION SENTENCES**—Based on review words of Unit 34 and new words of Unit 35.

<i>Harrisburg</i>	I will cover <i>Scranton</i> , <i>Erie</i> , and <i>Harrisburg</i> on my Pennsylvania trip.
<i>Petersburg</i>	He cannot get sufficient funds to go into business in <i>Petersburg</i> .
<i>Danville</i>	The <i>Danville</i> Supply Company wrote asking for more copper leaders.
<i>Evansville</i>	His trip to <i>Evansville</i> will result in stimulating all of Indiana politically.
<i>Pittsfield</i>	He could not accept the position because it was too far from <i>Pittsfield</i> .



Plainfield	My trip to Newark and Plainfield was for business as well as pleasure.
Davenport	These bonds must be taken from Columbus to Davenport today.
Milford	The man had sold these in Hartford as well as Milford.
Kensington	Mr. Kensington refused to go to Wilmington with us.
Arlington	Did you go to Arlington last spring?
Birmingham	I prefer that Mr. Kensington go to Birmingham alone.
Nottingham	This Nottingham fashion has been popular in New York.
Johnstown	The material cannot be shipped from Youngstown to Johnstown.
Charleston	I will go to Charleston in place of Mr. Johnston.

## ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 18-1.	
2—Words, Units 33-1.	
3—Words, Unit 34.	Par. 241, several times.
4—Sentences in class, three times.	
5—Letters in class, three times.	

**SUMMARY LETTERS—**(1) Based on Par. 241 and review words of Unit 33.

Mr. E. L. Johnston  
Youngstown, Ohio

Dear Sir:

The Associated Press reports that the political<sup>20</sup> party rallies held last night were as follows: *Harrisburg*, *Danville*, *Pittsfield*, and *Davenport* held Democratic Party<sup>40</sup> rallies, and *Milford*, *Kensington*, *Birmingham*, and *Petersburg* held Republican Party rallies. The assistant<sup>60</sup> general manager of each political party is satisfied with the results.

We are all eagerly<sup>80</sup> waiting the returns from today's election.

Yours truly, (95)

(2) Based on Par. 241 and review words of Unit 32.

Mr. A. F. Charleston  
Birmingham, Mass.

Dear Sir:

Will you send me the specifications for your new<sup>20</sup> zoölogy laboratory in both *Nottingham* and *Plainfield*? The success with which I achieved the *Pittsfield*<sup>40</sup> laboratory is, I think, justification enough for your giving me this one to handle for you.

Yours truly, (60)

**SUPPLEMENTARY DICTATION—**(1) Bisbee's "Dictation for Beginners," pages 153-154, Pars. 3, 4; (2) Wilson's "Progressive Dictation," pages 89-90, Pars. 258, 260.

## FIFTH DAY

## Unit 35

**AIM—**To present and drill upon method of joining names of cities and states. To present and drill upon omission of "of" in "State of \_\_\_\_\_."

**REVIEW—**Dictate Par. 241.

**PREVIEW LETTER—**Based on review words of Unit 35 and cities and states introduced in today's lesson. In the preview letter these cities and states will be written as individual outlines and not joined.

Mr. Robert Knoxville  
63 Rockford Street  
Plainfield, N. J.

Dear Mr. Knoxville:

Will you kindly let us<sup>20</sup> know whether the order you gave us last Tuesday was to be shipped to your *Harrisburg* or *Davenport* store? The salesman<sup>40</sup> neglected to fill in this information on the order blank.

May we take this opportunity of wishing<sup>60</sup> you luck in your new stores in *Ohio*? They are in *Zanesville* and *Fitchburg*, I believe.

Yours truly, (78)

**PRESENTATION SENTENCES—**Based on new words of Pars. 242 and 243 and review words of Unit 35.

<i>Buffalo, N. Y.</i>	The merchandise was shipped from <i>Harrisburg</i> to <i>Buffalo, N. Y.</i>
<i>St. Paul, Minn.</i>	The railroad fare from <i>Johnstown</i> to <i>St. Paul, Minn.</i> , is \$8.46.
<i>Boston, Mass.</i>	Did you ever go from <i>New Bedford</i> to <i>Boston, Mass.</i> ?
<i>Detroit, Mich.</i>	<i>Detroit, Michigan</i> is on the lake.
<i>Chicago, Ill.</i>	Did you send the original bill of lading with the goods to <i>Chicago, Ill.</i> ?
<i>Denver, Colo.</i>	This calculating machine was made in <i>Denver, Colo.</i>
<i>St. Louis, Mo.</i>	This draft is on the First National Bank, <i>St. Louis, Mo.</i>
<i>Rochester, N. Y.</i>	The lease for this building was drawn up by a lawyer from <i>Rochester, N. Y.</i>
<i>Louisville, Ky.</i>	This commercial draft was made out by your firm in <i>Louisville, Ky.</i>
<i>Washington, D. C.</i>	<i>Washington, D. C.</i> is solely under federal rule.
<i>State of New York</i>	These taxes were levied by the <i>State of New York</i> .
<i>State of Illinois</i>	The <i>State of Illinois</i> is building new roads in <i>Chicago</i> .
<i>State of New Jersey</i>	<i>Trenton</i> is the capital of the <i>State of New Jersey</i> .
<i>State of Mississippi</i>	This is a violation of the traffic regulation of the <i>State of Mississippi</i> .
<i>State of Pennsylvania</i>	This man tried the case for the <i>State of Pennsylvania</i> .
<i>State of Minnesota</i>	Which is the largest city in the <i>State of Minnesota</i> ?

## ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 18-1, once.	
2—Words, Units 34-1, once.	
3—Words, Par. 241, several times.	Pars. 242, 243, several times.
4—Sentences in class, three times.	
5—Letters in class, three times.	

**SUMMARY LETTERS—**(1) Based on new words and review words of Unit 31:

Mr. A. E. Johnston  
Chicago, Ill.

Dear Sir:

You have the reputation of being one of the most<sup>20</sup> honest merchants in the *State of Illinois*. We are anxious to inspect your method of doing business through<sup>40</sup> investigating your store in *Detroit, Michigan*, and if the same results are achieved there to list you as one of<sup>60</sup> the most progressive business men in the *State of Michigan*.

May we call on you next Monday, January 18,<sup>80</sup> at 6 P. M.?

Yours very truly, (90)

(2) Based on new words and review words of Unit 30:

Denver Coal Company  
Denver, Colo.

Gentlemen:

We know that you always have a great deal of coal on<sup>20</sup> hand in either your *Denver, Colo.* yards or in *St. Louis, Mo.* We are short of coal to such an<sup>40</sup> extent that we are willing to take your surplus off your hands at \$2 over the market price, to be<sup>60</sup> delivered anywhere in the *State of Colorado*. Will you write us and let us know what you think of our offer?<sup>80</sup>

Sincerely yours, (83)

**SUPPLEMENTARY DICTATION**—(1) "Speed Studies," page 185-186, Pars. 81, 82, 83; (2) Wilson's "Progressive Dictation," page 89, Par. 259; (3) Bisbee's "Dictation for Beginners," pages 154-155, Pars. 7, 10.

## Thirty-Second Week

### FIRST DAY

#### Unit 35

**AIM**—To present and drill upon shorthand outlines for Canadian provinces and cities.

**REVIEW**—Dictate Par. 242 and Par. 243.

**PREVIEW LETTER**—Based on review words of Unit 35 and words such as *New Brunswick*, which have already been learned as cities of the United States.

Mr. Brantford St. John,  
New Brunswick, N. J.

Dear Mr. St. John:

When you are in *Louisiana* I wish<sup>20</sup> you would call on Mr. Danville in New Orleans. He is without a doubt our best customer, but lately the<sup>40</sup> amount of business he has been sending us has fallen off and I hear that the *Columbus Iron Works* in *Hartford, Conn.*,<sup>60</sup> has been shipping him goods. I am relying on you to reestablish the good will that has always<sup>80</sup> existed between him and this firm. How that can be accomplished will be up to you to decide. I have<sup>100</sup> absolute faith in your ability to handle the situation:

Sincerely yours, (115)

**PRESENTATION SENTENCES**—Based on new words of Par. 244 and review words of Unit 35.

Prince Edward Island He travelled very quickly by plane from *Prince Edward Island* to Chicago, Ill.

*Nova Scotia*

His family came from Bangor, Maine, but he works in *Nova Scotia*.

*Newfoundland*

The train that goes from *Newfoundland* to New York stops at New Brunswick, N. J.

*British Columbia*

Mr. Johnston of *British Columbia* was with his friend in Washington, D. C.

*Quebec*

A great deal of our merchandise is sold in *Quebec*.

*Ontario*

The State of New York is suing the Province of *Ontario* for this damage.

*Labrador*

Are you planning to make the trip to *Labrador* soon?

*Hamilton*

Does the Canadian Pacific run through *Hamilton*?

*Montreal*

The convention will be at the New Carlton Hotel in *Montreal*.

*Toronto*

He came to *Toronto* from Louisville, Ky., to see you about this loan.

*Yukon*

The *Yukon* region is famed for its rich gold mines.

*Vancouver*

They went to *Vancouver* from Hamilton for a summer trip.

*Victoria*

I am from Davenport and I should like you to recommend a hotel in *Victoria*.

*Ottawa*

The president of the *Ottawa National Bank* comes from Boston, Mass.

*Saskatoon*

He was anxious that this letter reach *Saskatoon* by 8 A. M.

*Windsor*

If you go to *Windsor* look up C. E. Brantford who lived in Louisville, Ky.

*Winnipeg*

The trip from *Saskatoon* to *Winnipeg* can be made in a day.

### ASSIGNMENT—

#### Review

#### New

Page 1—Brief forms,  
Units 18-1,  
once.

2—Words, Units  
34-1, once.

3—Words, Pars. Par. 244, several times.  
241, 242, 243.

4—Sentences in class, twice. Par. 245, once.

5—Letters in class, three times.

**SUMMARY LETTERS**—(1) Based on new words and review words of Unit 30.

Mr. A. Windsor  
Montreal, Quebec  
Canada

Dear Sir:

We have been looking for someone to<sup>20</sup> represent us in the Province of *Quebec*. We feel that in this way our work will be done quicker and better than through<sup>40</sup> the mail.

We want you to be able to travel to a great extent but at the same time to keep your office in<sup>60</sup> *Montreal*. Every once in a while we shall expect you to give us a written report of your work and at<sup>80</sup> least once a year you will visit us and discuss what has been done and what should be done in the future.

Let us hear<sup>100</sup> from you on the subject as soon as possible.

Yours truly, (111)

(2) Based on new words and review words of Unit 29.

Mr. T. D. McManus  
14 East 42 Street  
New York, N. Y.

Dear Sir:

I am sorry that I must<sup>20</sup> decline your offer to represent you in the Province of *Quebec*, but you will see that under the present circumstances<sup>40</sup> it is impossible. In the first place, I am now supervising the Province in a similar way<sup>60</sup> for the *Newfoundland Gas Co.* In the second place, I am not free to travel, and conditions at home make<sup>80</sup> it impossible for me to agree to any position, regardless of its munificent salary,<sup>100</sup> which would require my absence from *Montreal* for more than a day at a time.

For these reasons I find that I must<sup>120</sup> refuse your generous offer. Believe me, I am sorry.

Sincerely yours, (134)

**SUPPLEMENTARY DICTATION—**(1) Manual, Par. 245, page 154; (2) "Gregg Speed Studies," page 188, Pars. 84, 85, 86, 87; (3) Wilson's "Progressive Dictation," page 90, Par. 261.

## SECOND DAY

### Unit 36

**AIM**—To present and drill upon some of the words of the Short Vocabulary given in Unit 36. This day's plan covers through the word *curious*.

**REVIEW**—Have the students read Par. 245 from their homework. Dictate it again and have it read back.

**PREVIEW LETTER**—Based on review words of Unit 35 and words similar to those being taught today, such as, *abound-abandon*, *accomplish-accommodation*, *Hartford-afford*, *approve-approval*, *assistant-assist*, *advise-avoid*, etc.

Mr. George Edmonton  
Montreal, Canada

Dear Mr. Edmonton:

I do not *approve* of your going to<sup>20</sup> *Hartford* to be Mr. *Brantford's* assistant. He is known to be a difficult person to work for. He has had<sup>40</sup> four different *assistants* in the past two months, all of whom were capable young men. His unreasonable<sup>60</sup> demands upon each of them made the position unbearable and each, in turn, resigned.

I *advise* you to consider<sup>80</sup> the matter thoroughly before you decide to accept his offer.

Sincerely yours, (96)

**PRESENTATION SENTENCES**—Based on review words of Unit 35 and new words of Unit 36.

<i>abandon</i>	<i>Abandon</i> your plan of selling in the State of Georgia.
<i>accommodation</i>	This <i>accommodation</i> is available in Plainfield.
<i>afford</i>	We cannot <i>afford</i> to make the trip to Hartford.
<i>ambassador</i>	I appreciate the fact that he is the <i>ambassador</i> .
<i>approval</i>	Can you get his <i>approval</i> to make the trip to Omaha, Nebraska?
<i>assist</i>	He will <i>assist</i> you in your report on the Northwest Territories.
<i>authoritative</i>	His <i>authoritative</i> manner won him the leadership of the State of Pennsylvania.

*automobile*

I do not care to go to Pittsfield by *automobile*.

*avoid*

I advise you to *avoid* the stores in that city.

*bookkeeper*

A good *bookkeeper* keeps his books up to date.

*celebrate*

Will you go to Chicago, Ill., to *celebrate* the occasion?

*comparative*

Will you make a *comparative* study of conditions in Evansville and Newburgh?

*Congress*

*Congress* will not give its approval on this new railway to Montreal.

*criticism*

His *criticism* of the new law in the State of New Jersey was unjust.

*curious*

I am *curious* to know the results of the election in Baltimore, Md.

## ASSIGNMENT—

### Review

### New

Page 1—Brief forms,

Units 18-1,

once.

2—Words, Units

35-1, once.

3—Words, Speed

Studies, page

178, Par. 168,

once.

4—Sentences in class, three times.

5—Letters in class, three times.

Manual, Par. 246,  
through *curious*.

**SUMMARY LETTERS**—(1) Based on new words and review words of Unit 34.

Philadelphia News Co.  
613 Chestnut Street  
Philadelphia, Pa.<sup>20</sup>

Gentlemen:

We are anxious to have your *approval* of our new booklet on *comparative* values in Texas and<sup>40</sup> New York. We feel that your *criticism* will be fair and authoritative and therefore we are *curious* about<sup>60</sup> it. We should like you to notice that we have attempted to *avoid* generalities wherever possible.<sup>80</sup>

May we have your opinion on this piece of work as soon as possible.

Very truly yours, (96)

(2) Based on new words and review words of Unit 33.

Mr. L. T. Brantford  
632 East 18 Street  
New York, N. Y.

Dear Sir:

The Associated<sup>20</sup> Press mentions the fact that you have given your *approval* on the new type *automobile*. We are *curious* to<sup>40</sup> see the price list of this automobile. It will give us an idea of the type of people who will be<sup>60</sup> able to afford this *automobile*. We know that you will be glad to *assist* us in this way.

Sincerely yours, (79)

**SUPPLEMENTARY DICTATION**—(1) "Gregg Speed Studies," page 180, Par. 169; (2) Bisbee's "Dictation for Beginners," page 153, Pars. 1, 5; (3) Wilson's "Progressive Dictation," page 91, Pars. 262, 263.

## THIRD DAY

**AIM**—To continue the presentation and drill upon words in the Short Vocabulary of the Manual.

**REVIEW**—(1) Dictate words of Par. 246, through *curious*. (2) Dictate words of Par. 168, "Speed Studies," through *guardian*.

**PREVIEW LETTER**—Based on review words of Unit 36 and similar words to those about to be presented, such as *decide-deceive*, *define-default*, *defend-defendant*, *demand-democrat*, etc.

Mr. O. H. Smith  
Atlanta, Georgia  
Dear Sir:

We have *decided* to abandon the plan of employing<sup>20</sup> Mr. MacNeil as our attorney to *defend* us in the Atlantic Shipping Case because we cannot afford<sup>40</sup> to pay the fee he *demand*s. We are in need of assistance in choosing another attorney. We thought that perhaps<sup>60</sup> you, with your wide legal experience, could recommend someone else to *defend* us in the case. As you know,<sup>80</sup> it is not at all a *difficult* one.

Would you advise us to settle the case for \$600 and so<sup>100</sup> avoid a great deal of trouble and possible loss of an even greater sum?

Yours very truly, (118)

**PRESENTATION SENTENCES**—Based on new words and review words of Unit 36.

<i>deceive</i>	The clerk will not allow you to <i>deceive</i> him.
<i>default</i>	The attorney won the case by <i>default</i> .
<i>defendant</i>	The <i>defendant</i> furnished this affidavit.
<i>democrat</i>	What is the proportion of <i>Democrats</i> in Congress?
<i>disagreement</i>	As a result of the <i>disagreement</i> this new agreement was drawn up.
<i>disturb</i>	Will this <i>disturb</i> your bookkeeper?
<i>disappoint</i>	He concluded by saying that he did not wish to <i>disappoint</i> you.
<i>elaborate</i>	Give me an abstract of this <i>elaborate</i> conclusion.
<i>emphasize</i>	Your enemies will <i>emphasize</i> this criticism of you.
<i>English</i>	He is an <i>English</i> citizen and is therefore entitled to your protection.
<i>familiar</i>	I am not <i>familiar</i> with his curious argument in the case.
<i>fortune</i>	It is my good <i>fortune</i> to have been inconspicuous at the time.
<i>headquarters</i>	Is this the Democratic <i>headquarters</i> ?
<i>hydraulic</i>	The civil engineer's car is equipped with <i>hydraulic</i> brakes.
<i>legislation</i>	Will Congress enact this <i>legislation</i> this year?

#### ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 18-1, once.	.
2—Words, Units 35-1, once.	.
3—Par. 246, through <i>curious</i> .	Par. 246 from <i>deceive</i> through <i>mortgage</i> .
4—Sentences in class, three times.	
5—Letters in class, three times.	

**SUMMARY LETTERS**—(1) Based on new words and review words of Unit 32.

American Technical Society  
613 Fifth Avenue  
New York, N. Y.  
Gentlemen:

We<sup>20</sup> are *disappointed* in the simplicity of the welcome you have planned for the *English* engineer who is to<sup>40</sup> visit your *headquarters* soon. We are

*familiar* with the type of greeting you usually give such visitors,<sup>60</sup> and therefore expected something much more *elaborate*. Can you not formulate some new plans to supplement<sup>80</sup> the ones you already have?

We feel that we cannot *emphasize* the importance of this occasion too much.

Very<sup>100</sup> truly yours, (103)

(2) Based on new words and review words of Unit 31.

The Mutual Agency  
316 Broad Street  
Newark, N. Y.

Dear Sirs:

We are not *familiar* with your<sup>20</sup> attitude concerning the proposed *legislation* for Mutual Agencies. We are trying to secure enough<sup>40</sup> opposition to the movement to enable us to *defend* ourselves and our stand in the matter. We are<sup>60</sup> making our offices the *headquarters* for all our *defenders*. Several *legislators* have interested<sup>80</sup> themselves in our attitude, much to our good *fortune*. We feel that if there is not too much *disagreement* within<sup>100</sup> our own ranks we may be able to go a long way toward preserving our present status among agencies.

Will<sup>120</sup> you not let us have your views on the subject as soon as possible?

Cordially yours, (135)

**SUPPLEMENTARY DICTATION**—(1) Bisbee's "Dictation for Beginners," page 155, Pars. 8, 12; (2) Wilson's "Progressive Dictation," page 92, Pars. 264, 265; (3) "Speed Studies," pages 192-197, Pars. 88, 89, 90.

#### FOURTH DAY

**AIM**—To present the remaining words in the Short Vocabulary of Unit 36.

**REVIEW**—(1) Dictate "Speed Studies," page 179, *hereafter* to *women*; (2) Dictate, Manual, Par. 246, from *decide* to *mortgage*.

**PREVIEW LETTER**—Based on review words of Unit 36 and words similar to those being taught today, such as *abstract-obstruct*, *probable-probability*, *public-publication*, etc.

Dear Mr. Merchant:—

It is not *probable* that you will read the enclosed *abstract* from the New York Magazine<sup>20</sup> and still feel as you do about advertising in our columns. You will surely realize that we reach as large<sup>40</sup> a *public* as it is possible for any magazine or newspaper to reach. Our readers are conspicuously<sup>60</sup> *discriminating* in taste and will not be deceived by mere surface flash.

We feel that you can gain a lot<sup>80</sup> by advertising in the New York Magazine and we know that we will gain by your doing so. To encourage<sup>100</sup> your "breaking the ice," we are quoting you special rates. They are noted on our regular rate sheet which we are also<sup>120</sup> enclosing.

Sincerely yours, (126)

**PRESENTATION SENTENCES**—Based on new words and review words of Unit 36.

<i>observe</i>	He <i>observed</i> that you could not distinguish between the two machines.
<i>obstruct</i>	This will <i>obstruct</i> the desirability of the location.
<i>occupy</i>	We cannot <i>occupy</i> the building until all litigation concerning it has ceased.



<i>partial</i>	The legislature is <i>partial</i> to this measure.
<i>plaintiff</i>	The <i>plaintiff</i> in this case is not within the jurisdiction of this court.
<i>practice</i>	This <i>practice</i> of jurors will be discussed at the next bar meeting.
<i>probability</i>	In all <i>probability</i> this mortgage will be renewed.
<i>publication</i>	The <i>publication</i> of this literary work was delayed six weeks.
<i>qualify</i>	I demand that you <i>qualify</i> that statement.
<i>resignation</i>	I prefer not to discuss my <i>resignation</i> with you.
<i>salesman</i>	The number of orders this <i>salesman</i> receives has dropped considerably.
<i>secretary</i>	This young woman has been appointed as your <i>secretary</i> .
<i>signature</i>	Your <i>signature</i> on this deed is indispensable.
<i>specify</i>	Will you please <i>specify</i> which of the elaborate plans you desire.
<i>subsequent</i>	This <i>subsequent</i> legislation cannot be avoided.
<i>testimony</i>	His <i>testimony</i> did not convince the jury.
<i>wholesale</i>	This salesman is indispensable to the <i>wholesale</i> house.

### ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 18-1, once.	
2—Words, Units 35-1, once.	
3—Words, Par. 246 through mortgage.	Par. 246, from neglect to wife.
4—Sentences in class, three times.	
5—Letters and Vocabulary Drill, pages 186, 187, 188. "Word and Sentence Drills," three times.	

**SUMMARY LETTERS—**(1) Based on new words and review words of Unit 30:

Mr. E. S. Winter  
413 Erie Street  
Butte, Montana  
Dear Sir:

I do not understand how the<sup>20</sup> *practice* of the *plaintiff*, as illustrated by his *testimony*, can affect your *wholesale* business. I do not<sup>40</sup> agree with you when you say that it is unfair competition. I feel that in all *probability* your *salesman*<sup>60</sup> has misinformed you as to the true state of affairs. I would appreciate your looking into the matter<sup>80</sup> as soon as possible.

Very truly yours, (88)

(2) Based on new words and review words of Unit 29.

Mr. E. T. Harmon  
16 Rockville Road  
Seattle, Washington  
Dear Mr. Harmon:

Our *secretary* has<sup>20</sup> declined to take the responsibility for your forthcoming *publication*, and I for one see no reason<sup>40</sup> why he should be expected to do so. It seems to me that your *signature* should go at the end of every<sup>60</sup> article you write particularly when, in all *probability*, it will cause a great deal of comment. It<sup>80</sup> might even cause the necessity for our demanding your *resignation* from this staff. I am sure that you<sup>100</sup> understand our point of view, and that you will either modify your statement or sign it.

Very truly yours, (119)

**SUPPLEMENTARY DICTATION—**(1) Markett's "Word and Sentence Drills," pages 186, 187, 188; (2) "Speed Studies," page 198, Par. 171; (3) Manual, pages 160, 161, 162, Pars. 247, 248.

### FIFTH DAY

**AIM—**To test the knowledge of Chapter Twelve.

**REVIEW—**Dictate words of Par. 246.

**TEST MATERIAL—**Either use test for Chapter XII from Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand," or Dictate (1) forty words from Units 34, 35, 36, and (2) Par. 93, page 199, Speed Studies, to be marked for transcription only.

### ASSIGNMENT—

- Page 1—Brief forms, Units 18-1, once.  
2—Words, Units 36-18, once.  
3—Words, Units 18-1, once.  
4—Supplementary Dictation Material, once.  
5—Pars. 247, 248, once each.

**SUPPLEMENTARY DICTATION—**"Speed Studies," pages 199-206, Pars. 91, 92, 94, 101.

**NOTE—**If Rollinson's test was used the time should be devoted to remedial work.

### Dictation Practice

At the end of the second term, pupils should be able to write at least 50 words a minute on simple business matter. The teacher should then devote at least five minutes of every period to straight dictation practice.

Before dictating a letter, all the difficult words should be placed on the board and practiced by the pupil. It is no longer considered the correct method to have the pupil write the word first and then correct his outline from the one which the teacher places on the board. It has been found as a matter of experiment that, when a pupil writes an outline incorrectly, he will repeat that outline in his dictation work. It is better to put the correct outline on the board and have him get the correct impression the first time.

After all the difficult outlines have been practiced, the teacher should then dictate the letter.

It is wise to allow the pupils to spend a minute or two reading the letter silently. When the teacher asks the pupils to read immediately after he has dictated, he is asking the pupils to do an extremely difficult task, one that even a stenographer finds hard. Moreover, when one pupil reads aloud, he is giving active attention. The others are giving, at best, mere passive attention, and the only one who is learning is the reader. When pupils are allowed to read silently, everyone in the class gets the benefit of reading the matter dictated. The pupils should be told to punctuate the

letter while they are reading it silently. They should also underline words which they wish to have explained, spelled, or discussed. The time spent in this silent reading will be more than made-up when the pupils read their notes, as the notes will be read in half the time.

### *Discussion of Punctuation, Content, Meaning of Terms, Spelling*

After the pupils have read the letter, they should be asked the meaning of difficult words, of business terms, and to give a brief summary of the content of the letter.

The teacher should then dictate the difficult words while the pupils write them in longhand in their books. They should then be corrected. To save time it is always wise to have two or three bright pupils spell these words at the board, and have the pupils at their seats check up.

### *Transcription*

To vary the recitation, it is helpful to give the students frequent opportunity to transcribe their notes in longhand. They will thus have an opportunity to correct their punctuation, paragraphing, spelling, etc.



### *The Evolution of Objectives and Possibilities in Junior Business Training*

(Continued from page 388)

They are afraid of many, many things that will stir them out of a comfortable routine. They are afraid that the type of students they have cannot respond to the problems set in the newer philosophy. They feel safe in choosing the traditional, safe and snug.

### *Now, Here is the Message to You*

If you belong to the traditionalists don't give another thought to newer trends. On the contrary, if you have the type of mind that is keen for social values, if you are eager to help your students to understand business relations, so that they may be guided in vocational adjustment; if you think this type of subject can be made rich in life values, can be lifted out of the routine of a little arithmetic here, a little penmanship there; if you belong to this newer school of progressives, then study the new ideas carefully. There seems to be no half-way stopping place between these two schools of thought. One clings to routine, one visions the future. Make your own choice. It will do you good.

## *Supplement to School Directory*

(Continued from page 405)

### *Ohio*

Catholic Teachers College  
1007 Superior Avenue  
Cleveland

Methods in General Business Training and Guidance:  
Magdalen Soisson  
For information address Dean, Catholic Teachers College

Spencerian School of Commerce  
Cleveland

Courses in Methods of Teaching Shorthand, Typewriting, and Allied Subjects  
For information write E. E. Merville, President

Ohio State University  
Columbus

First Session—Accounting Course 401, Mr. Taylor; Course 603, Mr. Wilcox; Course 660, Principles of Commercial Education, J. O. Malott; Course 667, Subject Matter and Method in the Laboratory of Commerce (Methods in Teaching Junior Business Training or General Business Science) Mr. Malott. Second Session—Accounting Course 402, Mr. Wilcox; Course 604, Mr. Wilcox; Course 665, Administration and Supervision of Commercial Education, B. F. Kyker; Course 663, Subject Matter and Methods in Commercial Education, B. F. Kyker.

Two terms—June 21 to July 23; July 25 to August 27  
William H. Stone, Head of Department  
Dean George F. Arps, Chairman of Summer Quarter Council

### *Pennsylvania*

University of Pittsburgh  
Pittsburgh

Additional courses—Post-two weeks' session—August 8 to August 19. Mr. D. D. Lessenberry in charge of all commercial courses, assisted by Louis A. Rice

### *Rhode Island*

Bryant-Stratton College  
Providence

Correction—Summer courses will begin June 28, not on July 28 as previously announced.  
Harry Loeb Jacobs, President

### *Washington*

State College of Washington  
Pullman

Additional courses—Methods of Teaching Shorthand and Typewriting (2 credits): Miss McCarthy  
June 13 to August 10  
A. A. Cleveland, Dean of Summer Session

University of Washington  
Seattle

Additional courses—B.A. 117, 118 Commercial Education—Method Courses, Shorthand and Typewriting. Two sections each term: Ethel H. Wood; B.A. 115

(Continued on page 424)

# DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

This material is counted at a uniform syllable intensity of 1.40.  
Each section of 20 "words" actually consists of 28 syllables.

## *A Yarn About Two Price Cutters*

By Charles F. Abbott

(Reprinted from the June 20, 1931, issue of  
*Sales Management*)

Seated around the fireplace in the "general room" in a little inn of a Northern New Hampshire town—a village<sup>20</sup> which crowded close on the timber reaches that send their volume of raw material down to the grind of the<sup>40</sup> paper mills along the Androscoggin River—were a group of men discussing "business conditions."

In the group<sup>60</sup> were an old lumberman, a salesman who sold firearms "out of Boston," a young salesman who carried clothing samples<sup>80</sup> from a house in Springfield, and two New York business men on their way to a hunting preserve located far back in<sup>100</sup> the forest along the river's edge.

The salesmen had been chattering about "business today," kicking against low<sup>120</sup> prices that reduced their commissions, blaming their bosses generally for the stampede for orders, no matter<sup>140</sup> what the price might call for.

The old lumberman was talking. "Well, the effect this here thing called business has on people<sup>160</sup> is certainly various and peculiar," he said.

"You may know," he continued slowly, "that for years I've been<sup>180</sup> runnin' a saw mill up on the Androscoggin. About a year ago we decided to make additions that<sup>200</sup> we figured would cost about \$50,000. Then the fellows who wanted to get the job began to flock<sup>220</sup> in to see us. They gave us their prices, then they came back and gave us more prices. We could see that they were fighting<sup>240</sup> among themselves, so we waited and held off. We calculated we could make money out of those business men.<sup>260</sup> Finally we gave the job to one of them for \$30,000. We expected to pay \$50,000,<sup>280</sup> but the chap said he needed the job, so we gave it to him.

"So, I say, the effect of this here thing called business<sup>300</sup> on people is certainly various and peculiar. The Bible talks about them as has ears but hears not,<sup>320</sup> and of those who has eyes though they're blind as bats. It tells us not to be selfish, to be honest and fair toward our<sup>340</sup> neighbors. And that's the gospel truth. It's the fellow who knows his cost and takes pains to know, and uses his head, his ears,<sup>360</sup> his eyes, and his brains in learnin' to know, that gets there. You've got

to be fair and honest with those who work in the same<sup>380</sup> line of business with you and it's the fellow who does that, that gets the profits."

The following morning the two New<sup>400</sup> York business men were to continue their trip. It was a cold, rainy day and by noon they had left the turnpike for<sup>420</sup> the country road that took them back into the forest. It was late that afternoon when they met an old woodsman driving<sup>440</sup> a pair of horses with a whippetree dragging along in the mud. The old man beckoned to the car to stop.<sup>460</sup>

"My friends," he said, "there's a nasty detour up the road and out about two miles you'll run into a mud hole that sticks<sup>480</sup> the cars and they can't get out. If you want, I'll turn around and go back and pull you through."

"Thanks," replied our New York friends,<sup>500</sup> "but we'll get through all right," and they drove on.

They finally landed in the mud hole, stuck and couldn't get out.

One of<sup>520</sup> them walked down to the cabin of the old woodsman and brought him back with his horses. The car was soon pulled out and the<sup>540</sup> New Yorkers asked for and expected to pay a good price for the service. "How much?" they inquired.

"Nothin'," replied the<sup>560</sup> woodsman, much to the amazement of our friends.

"Nothing!" they replied, "how do you live by doing work for nothing?"

"Well,"<sup>580</sup> said the old man, "it's this way. About six months ago or thereabouts, this cut-off was put through here so the main road<sup>600</sup> could be repaired. There's only two of us that live anywhere near here, Lem Hodgkin and myself. Lem lives in another<sup>620</sup> cabin, up yonder, and he and I have been comrades for many a year. We've been lumbering together. Well,<sup>640</sup> you see, when they put this cut-off through here it made it bad for travelers, so Lem and me got together and we<sup>660</sup> kind of decided among ourselves that we'd pull 'em out for \$5.00 apiece. Well, everything went fine for<sup>680</sup> awhile. Me and my comrade made more money than we'd ever seen before. There never was so much money in these<sup>700</sup> parts before.

"But a short time back, I calculated something had happened, because nobody was callin' on me<sup>720</sup> for to pull 'em out. Two days went by and nobody came, but Lem, he was busy all the time. I began to look<sup>740</sup> around, sort of, and I stumbled on to what

Lem was up to. I found he was pullin' 'em out for two dollars and<sup>700</sup> a half, while I was sticking out for five dollars just as Lem and me had agreed.

"Well, sir, I got darned good and mad.<sup>780</sup> I began to see red. Here my old pal and comrade had double-crossed me, he lied and he was stealing away from<sup>800</sup> me my part of the business. That night I went back to my cabin and prepared for war. The next day I started in<sup>820</sup> pullin' 'em out for nothing, and I've been pullin' 'em out for nothing ever since. I've been busier than all get<sup>840</sup> out. I'm gosh-darned if I ain't showing that son-of-a-gun somethin'."

The New Yorkers proceeded on their way. They were<sup>860</sup> impressed with these incidents coming out of the great lumber preserves in the far north, which show how alike are the<sup>880</sup> demands of "this thing called business," on the men working with the great steel skyscrapers of a metropolis and those<sup>900</sup> laboring amid the great trees of the forests. (909)

### Curious Clippings

Queer things happen in California.

According to a news report, the police of San Leandro were called<sup>20</sup> recently to rescue a cat that had been chased up a tree by rats. (32)

\* \* \*

Oh, for the life of a purser on the high seas!

Outside of looking after the passengers, editing the ship's<sup>20</sup> newspaper, operating the swimming pool, arranging concerts, watching out for crooks, helping to vaccinate all<sup>40</sup> passengers in case disease breaks out aboard ship, presiding at the funerals of members of the crew, and a<sup>60</sup> few other things, the purser hasn't got a thing to do.

James G. Summitt, former Vanderbilt University<sup>60</sup> football star, who is a purser on the Atlantic and formerly was on the Pacific, told members of a<sup>100</sup> Chicago club about it recently.

"After I got a bit run-down after crossing the Pacific for the<sup>120</sup> one hundred and twenty-fifth time," he said, "I went to a doctor and he said, very earnestly: 'What you need, my man,<sup>140</sup> is a good sea voyage to buck you up.'" (147)

\* \* \*

Water for use in a tourist hotel on the rim of the Grand Canyon will be pumped more than three thousand feet up<sup>20</sup> from the springs at the bottom of the gorge. (27)

### You Will Find This Easy Reading

#### After Completing Chapter Ten

Dear Sir: I have read with a great deal of interest the circular you sent me about your new short course in<sup>20</sup> agriculture. I have felt the need of more knowledge about the modern superior methods of farming. Your

course<sup>40</sup> in reclaiming strips of waste land is especially attractive to me. I have several acres on my farm<sup>60</sup> where I should like to test your methods.

As I understand it, this short course lasts six weeks. What is the tuition fee,<sup>80</sup> and about what would room and board cost me for that length of time? If you will send me this information soon, I may<sup>100</sup> plan to undertake the course. Yours very truly, (109)

Gentlemen: Are you going to have someone underwrite the State Fair this year? You remember how it rained every<sup>20</sup> day of the week except one last year, do you not? Because of that, the Fair Board was left with a heavy deficit.<sup>40</sup>

This year you hope to have favorable weather and pay out the other shortage. You can do it, too, unless<sup>60</sup> a disagreeable rain sets in. Then your deficit would be of such magnitude that it would be a serious<sup>80</sup> matter. Why risk it again?

My company will underwrite this Fair for you, giving you full protection<sup>100</sup> against rain at an unparalleled rate. Mail the enclosed postal for full details. Yours truly, (116)

Gentlemen: When I bought my furniture from you a few months ago, I understood that you did not give any<sup>20</sup> extra discount for cash; therefore I paid for it by the month. It did not matter which way I paid, but if I had<sup>40</sup> known the saving would have amounted to a great deal, I would have paid cash. I do not see how I could have<sup>60</sup> misunderstood your clerk and the credit department to such an extent as this.

I still have six months to pay on this<sup>80</sup> furniture. If I complete the payment now, will you give me the extra discount on the remaining amount? In my<sup>100</sup> opinion, that is the only fair thing to do. Yours truly, (111)

—From "Progressive Dictation" (Wilson)

### You Will Find This Easy Reading

#### After Completing Chapter Eleven

Dear Sir: Mr. Brand was here yesterday and we had a long dispute over the value of his interest in<sup>20</sup> our business. Finally, he made me a proposition to purchase our share on the terms proposed at our meeting.<sup>40</sup>

He shows a disposition to be reasonable about it, and I suggest that we accept his offer<sup>60</sup> immediately. Yours truly, (65)

Gentlemen: Every article we have purchased from you has been practically perfect, but on this last order,<sup>20</sup> through some clerical error, we have been overcharged. Your invoice charges us with four Star bicycles, while we<sup>40</sup> ordered and received only three.

Please correct your books accordingly and send us a credit memorandum. Yours<sup>60</sup> truly, (61)

Gentlemen: I have been looking into the possibility of a power plant at Richmond.



We can develop<sup>20</sup> electricity there quite cheaply, but, on account of a scarcity of raw material, mills are not likely<sup>40</sup> to locate there. It would be very expensive to get electricity from the plant to any place where<sup>60</sup> it would be usable. Very truly yours, (68)

Gentlemen: I have your telegram asking me to send you a stenographer at once.

I regret that we have<sup>20</sup> no student sufficiently advanced in stenography to be capable of doing the work you require.

We<sup>40</sup> have, however, sent you Mr. Boyd, who handles the typewriter efficiently, to serve as emergency help.<sup>60</sup> We shall send you Mr. Larson when he returns from his vacation next week. He is thoroughly proficient in<sup>80</sup> both stenography and typing, and can remain as long as you need his services.

We hope this arrangement will<sup>100</sup> prove satisfactory. Sincerely yours, (107)

Dear Sir: You will receive in due time notification of a meeting to decide upon the establishment<sup>20</sup> of an airship line to supplement our steamship line.

There may be legal objections, due to our ownership of<sup>40</sup> stock in the railroad that parallels the proposed airship route.

I hope you will be able to attend this meeting.<sup>60</sup> Yours truly, (62)—From "Dictation for Beginners" (Bisbee)

## You Will Find This Easy Reading

### After Completing Chapter Twelve

The husband, a benevolent wholesale merchant, was a man of energy and iron will. His wife was one year his<sup>20</sup> junior. With her approval, he gave substantial Christmas gifts to his secretary, bookkeeper, salesmen, clerks, and<sup>40</sup> subordinate messengers who delivered parcels at his warehouse.

Since money was not scarce with them, as both had<sup>60</sup> independent means, they could afford an elaborate seven-passenger sedan, as well as enjoying the<sup>80</sup> luxury of frequent Atlantic trips.

This rich couple found comfort in each other's society. They showed their<sup>100</sup> sympathy in a variety of ways. Each would assist the other as a consequence. Their doctrine was to<sup>120</sup> do universal good, to oppose all religious persecution, to render as much assistance to the worthy<sup>140</sup> as their fortune would permit, and to receive with resignation whatever fate had in store for them.

Of course,<sup>160</sup> each had faults. These would at times cause some little argument, disagreement, and likewise consequent criticism.<sup>180</sup> At the conclusion of a significant silence, they realized that they must avoid any more reference<sup>200</sup> to any conspicuous fault or specific weakness.

To occupy their leisure, they would read comparatively<sup>220</sup> good English literature. They would compare distinguished writers, and dis-

cuss the distinct merits of any<sup>240</sup> publication with which they were familiar.

The successful merchant said, "To succeed, it is indispensable<sup>260</sup> that you fulfill all your duties, no matter what your occupation may be. Make it your practice to be punctual.<sup>280</sup> Be neither too familiar nor too curious. Never let your signature appear on a negotiable<sup>300</sup> note as an accommodation indorser. Substitute good will for ill feeling. Be ready to inaugurate<sup>320</sup> reforms, and to abandon deceiving methods." He concluded, "Occupy your time well, and prosecute any<sup>340</sup> task to its conclusion." (345)—From "Word and Sentence Drills" (Markett)

## Some of the Brief Form Drills

From "Dictation for Beginners"

By Edith V. Bisbee

UNIT SEVENTEEN—I have been spending too much time on creative planning. I have not divided my time wisely.

Our agent in<sup>20</sup> India wants to be regent of the college for natives, but they are positive that he once tried to defraud<sup>40</sup> them. There is nothing that we can say in his defense, though we regret that anything of the kind happened.

Our entire<sup>60</sup> stock is for sale, as we are moving to a different climate, possibly to California. The stock<sup>80</sup> to be sold is valued at fifteen thousand dollars on our inventory, and we think it should bring approximately<sup>100</sup> that sum. (103)

Gentlemen: We are positive that the goods will come tomorrow. If they are late, we shall hold the railway responsible<sup>20</sup> for any loss of orders. Sincerely yours, (29)

Page and Laurence, Holland, Michigan.

Gentlemen: When I opened my mail Thursday morning, I found a credit slip<sup>20</sup> for sixteen dollars addressed to William Deland. This was sent by mistake, since no credit is due me.

I am returning<sup>40</sup> the slip to you. Yours very sincerely, (47)

Mr. Irving Colby, San Francisco, California.

Dear Mr. Colby: May I urge that you use your<sup>20</sup> influence in defense of Mr. Carpenter when he appears before the committee tomorrow? I fear that<sup>40</sup> opinion is divided and that he must have the backing of his friends or he will be defeated. Cordially yours, (60)

Harley Gould, Butte, Montana.

My dear Sir: I am positive that it will be necessary for you to defend<sup>20</sup> your recent action in selling land without the knowledge and consent of the regents. They will never question your<sup>40</sup> motives, but they feel that the land should not have been sold. It will be wise for you to explain it at the next meeting.<sup>60</sup> Very respectfully yours, (65)

## More Business Letters

*From the Contest Budget of the Secretarial  
Class of MacMurray College*

*Submitted by Annabel Crum, Jacksonville, Illinois*

Dear Sir:

One of our mutual friends says that you have cream to sell occasionally and suggested that we write<sup>20</sup> you about what we are doing for the thousands of farmers who are regularly shipping cream to us.

And so<sup>40</sup> we are enclosing a little booklet which briefly explains our plan of buying cream. Of course it is difficult<sup>60</sup> to explain everything in such a small book, but you would not want to take the time to read a large book and,<sup>80</sup> anyway, you are more interested in a large check than in a large book.

We are also sending you a shipping<sup>100</sup> tag and hope that you will give us a trial. You may depend upon it that you would receive the very best prices<sup>120</sup> based on correct weights and tests. The fact that Jacksonville is one of the largest and best creameries in the Middle<sup>140</sup> West assures this.

Let us prove that there is no chance to lose when you ship your cream to Jacksonville.

Hopefully yours, (160)

Dear New Patron:

We were awfully glad to have your can of cream and hope that it is the beginning of a

long<sup>20</sup> business relationship which will prove very pleasant to both of us.

We have been unusually busy<sup>40</sup> with plans for our summer work. And so you may have seemed neglected. However, such is really not true; in fact<sup>60</sup> we have thought that our patrons might have some suggestions for their particular advantage and convenience.

For<sup>80</sup> instance, we are "finicky" about sanitation. Was your can properly washed and was it properly tagged and<sup>100</sup> returned to you? These are very essential items which are of vital importance to you which you would be the first<sup>120</sup> to detect and are in a position to control. We really want to give you the very best service.

Won't<sup>140</sup> you drop us a line?

Thankfully yours, (146)

## Key to the Annual O. G. A. Contest Copy

Make it the rule of your life to put into your work the very best that is in you. There never was a successful<sup>20</sup> man who did not spend himself freely—who did not pour into his work all the strength he possessed. As surely as<sup>40</sup> you do this you will come to love your work, and to love one's work is to do well in it. To scamp it and shirk it is<sup>60</sup> to

## Signs of Spring

Written March 1. In the twenty-eight years of this Agency's life, we have never, in a single month, enrolled so many teachers as in the past month—A1 teachers, too.

The demand for teachers is still dull, for the season is yet young, but we need a man for a New England high school at \$2200; two women for a New York high school at \$1500; a man or a woman for an Eastern private school, \$2200; a woman for a New York high school, \$1500 to \$2000; woman, New York business school, \$150 a month. In ninety days they should be coming fast. May we help you?

## THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.

--

Larcom Avenue, Beverly, Mass.

come to hate it—and then to fail in it. The joy of life is surely to be found in service of one sort or<sup>80</sup> another—doing something useful in the world, and doing it so well that it has positive value to mankind.<sup>100</sup> The making of money is the least of successes; the making of character the greatest. (117)

## Microbes

[This article from "Expert Shorthand Speed Course" can be read by any student who has completed the Eighth Chapter of the Manual.]

Why is it that food spoils? Why will not food keep indefinitely without the many devices designed to prevail<sup>20</sup> its spoiling? The answer to this question is, briefly, that other living things besides ourselves are fond of the<sup>40</sup> same food of which we are fond, and that these other living beings take every occasion to consume the things<sup>60</sup> which we design for our own food. Preserving the food in our pantries, cellars, and iceboxes, therefore, simply means<sup>80</sup> protecting it from consumption by other living organisms; and if we can keep these organisms away,<sup>100</sup> food may be indefinitely preserved. On the other hand, if we cannot protect our food from the attack of these<sup>120</sup> organisms it is spoiled.

Every one knows about rats and mice, and the various insects in the home are only<sup>140</sup> too well-known pests. But not every one realizes that in addition to these there is a host of plants<sup>160</sup> and tiny bodies that seize every opportunity of feeding upon that which we intend for our own<sup>180</sup> use, which go by the general name of *microbes*.

An account of the host of visible and invisible microbes<sup>200</sup> by which the home is assailed would be grim reading, were it not for the encouraging knowledge of their weak points.<sup>220</sup> After reading of blue mold and black mold and white mold, with their millions of spores, forever present in the air of<sup>240</sup> almost every room, it is delightful to learn that dryness, heat, and cold and sunshine, are all fatal to their<sup>260</sup> growth. More than that—"If molding is checked, or if the food is consumed at once, there is no reason why it should not be<sup>280</sup> utilized, for the mold itself is not particularly unwholesome. It is not necessary to throw away<sup>300</sup> moldy food; much of it may be used. It may be that the mold has caused a noticeably musty odor or taste<sup>320</sup> which would, perhaps, impair the value of the food from the standpoint of the palate; but they will not have harmed its ease<sup>340</sup> of digestion or its value as a food."

Yeasts are a fascinating study. "Wild yeasts," it seems, are always in<sup>360</sup> the air, seeking for sugar solutions which they may devour. But too much sugar kills them. Man has caught and tamed these<sup>380</sup> wild yeasts, so to speak, and produced the well-known three—compressed yeast, dried yeast, and brewer's yeast.

The yeast most commonly used<sup>400</sup> by the housekeeper is the compressed-yeast cake. This well-known product consists of a soft,

somewhat soggy substance, composed<sup>420</sup> of large quantities of yeast plants mixed with a certain amount of starch and a varying quantity of other<sup>440</sup> ingredients. It is the most handy and reliable type of yeast culture that has been produced. In the<sup>460</sup> fresh cake nearly all the yeast plants are alive and vigorous, and the effects obtained from their use are almost<sup>480</sup> uniformly satisfactory.

Bacteria are almost everywhere on the surface of the earth. They are<sup>500</sup> in immense numbers in the household, on the walls and ceilings of our rooms, upon our pantry shelves; they are present<sup>520</sup> in every bit of food which remains open to the air for a short time; they are in all liquid foods,<sup>540</sup> particularly milk. The housewife cannot keep her pantry and food free from them.

They are too small to see, but they increase<sup>560</sup> in number rapidly. They can be dried, or frozen for months, without its killing them, and even a short boiling<sup>580</sup> fails to kill many species.

The food upon which bacteria feed may be either living or dead. Bacteria<sup>600</sup> that feed on the living body quite naturally harm the life of the individual upon which they<sup>620</sup> feed. In mankind they produce a great many abnormal effects, which we call diseases. These bacteria, therefore,<sup>640</sup> are commonly called disease germs, and are the cause of most of our contagious diseases. But the harmless<sup>660</sup> bacteria far outnumber the disease germs. We should not therefore be alarmed when we learn that bacteria are<sup>680</sup> all around us, in the food we eat, the water we drink, and the air we breathe. Most of them are harmless or even<sup>700</sup> helpful.

Bacteria of the harmless kind give the delicate flavor of first-rate butter. Spices and sugar<sup>720</sup> are preservatives against bacterial action. Pasteurization of milk kills them. (736)—Adapted from "Current Literature."

## Have You Ever Met Horace and Nellie?

From "Your Job"

By Harold Whitehead, of Boston University

There is a sort of special code of virtue, office virtues, that every youngster, either sex, needs to know and<sup>20</sup> respect. Offices and shops are liberally sprinkled with young men and women who mean well enough but who block<sup>40</sup> the machinery. Take a scene in almost any large office, for illustration.

Time, afternoon—any day.<sup>60</sup>

Personnel: Two of the employees.

Nellie (on typewriter 6): "Oh, gee, only a quarter to four. An hour and<sup>80</sup> a quarter yet before I can begin to live." (Reaches under stool and releases a piece of gum. Masticates<sup>100</sup> placidly.)

Horace (on the ledger): "Three forty-five."

(Yawns.) "Oh, hum, soon be five o'clock and then nothin' to do till<sup>120</sup> tomorrow."

Nellie (looks around office leisurely and spies Horace yawning) (To herself): "That Horace is sure some<sup>140</sup> good looker. I'll drift over and razz him." (Rummages through typewriter desk and finally discovers broken lead<sup>160</sup> pencil. Stuffs partly-used carbon paper, spoiled letters and a ribbon back in a drawer and strolls over to Horace's<sup>180</sup> desk.) "Oh, Mr. Horace, I do wish you'd put a point on this pencil. You put such swell points."

Horace (takes pencil, and<sup>200</sup> begins to sharpen it): "It's funny a girl can never sharpen a pencil. Busy today?"

Nellie: "Nope, things pretty<sup>220</sup> quiet. My boss was away today so I got it soft. How you comin' along?"

Horace: "Always plenty to<sup>240</sup> do—you can bet this joint never lets a fellow stop for a second. Wonder they don't make us stop breathin' during<sup>260</sup> workin' hours."

Nellie: "Tee-he—ain't you funny!"

Horace (passes back pencil): "Here you are, kiddo. Say, who's that new girl<sup>280</sup> on number 3, next to Miss Clancy?"

Nellie: "The one with the dyed hair? Dann is her name. My, but she's a one. Types like<sup>300</sup> her life depended on it. She'll soon learn better—they all start that way. Well, thank Heaven, I don't have to do it. My<sup>320</sup> paw hates me to work, but I like it. You don't think it hurts a girl to work, do you?"

Horace: "Me? No, sirc. I think there's<sup>340</sup> lots of credit to a girl who makes herself independent."

(Conversation drivels on for 20 minutes. Bell<sup>360</sup> rings violently for fourth time.)

Nellie: "Gee, that's my bell. I must beat it. S'long."

(She hurries to her chief's office,<sup>380</sup> who is decidedly vexed at being kept waiting.)

Mr. Hustle (her boss): "Really, Miss Woff, unless you can<sup>400</sup> be here more promptly, I'll have to change stenographers."

Nellie (tossing her head): "I have to sharpen my pencil some<sup>420</sup> time, Mr. Hustle."

\* \* \*

Sequel.

Nellie was fired two weeks later.

Horace hangs on to his job by the skin of his teeth.<sup>440</sup> Every other week he has a "late night" to catch up with his work. Whereat he grumbles at being "imposed" upon.<sup>460</sup>

Both Nellie and Horace are inveterate "visitors." Every office has "visitors" who, whenever<sup>480</sup> they have a moment of leisure, go visiting fellow workers wasting a great deal of time and annoying<sup>500</sup> everyone nearby.

Visiting is an offshoot of laziness and is something not to be endured in progressive,<sup>520</sup> sensible office organizations. (528)

## Key to March O. G. A. Test

I do not know of anything more needful in the business world today than the spirit of helpfulness. If you<sup>20</sup> are going into business

simply to make money, it will not make any difference how much you make so far<sup>40</sup> as your welfare and that of the world is concerned. Your life will be a dismal ruin and you will merit and get<sup>60</sup> the contempt of mankind.

But if you enter business for the purpose of helping mankind to make as a result<sup>80</sup> of your effort a better and happier world, then your business life will be of some use.

The world can be saved only<sup>100</sup> by heart purpose to serve the common cause of mankind with effort and helpfulness. (115)

## Key to the May "Talent Teaser"

### Enjoying the Outdoors

Life becomes more rosy for everybody as column after column in the newspapers announces a camp for this group, an<sup>20</sup> outing for that group, a picnic for store employes, an excursion for plant workmen, all in the name of healthful<sup>40</sup> outdoor relaxation.

This hieing to the open has become a great national custom. And it is not all sentiment. Foremen<sup>60</sup> and employers have learned the psychology of turning their workers loose on the picnic grounds for even half a day's<sup>80</sup> outing. Clerks are inspired by the very announcement of such pleasure and anticipation of the event keeps them on their<sup>100</sup> toes while at work. Even after the great day ends and the prospect of the work day dawns, there is<sup>120</sup> a new kind of enthusiasm for the job at hand.

The misfortune in America is that this highly desirable break<sup>140</sup> away from the job occurs only during the summer. Other seasons of the year make such interruptions in the work<sup>160</sup> just as desirable. The Saturday half-holiday runs through the year in many establishments. If Americans could spend more time<sup>180</sup> in the open, they would be the better for it. They are spending much more than they once did, but<sup>200</sup> they can spend still more without indulging in excesses. (209)—From the San Jose "Mercury-Herald"

## Dictation Practice Must Still Go On

### From "The Factors of Shorthand Speed"

By David Wolfe Brown, *Last Official Reporter, U. S. House of Representatives*

(The italicized words are the correct ones from each pair in type.)

When the young writer begins to take notes of public speaking, his dictation practice is by no means to be<sup>20</sup> suspended. While practice from public speaking has its advantages, of which every young writer must avail<sup>40</sup> himself—advantages which mere writing from dictation cannot supply—there is connected with dictation practice<sup>60</sup> one advantage so valuable that the shorthand writer can never afford to give up such practice entirely<sup>80</sup> until he has attained all the speed to which he aspires. The young writer, while developing

his speed, finds that<sup>100</sup> some speakers upon whom he experiments are too slow, *others* altogether too fast, and only a few are<sup>120</sup> just rapid enough to realize the ideal of speed *practice*—requiring considerable effort to<sup>140</sup> keep up, but not so fast as to require illegible or *incorrect* writing, or to induce a *confused* and<sup>160</sup> hesitating movement of the hand.

In order, therefore, that the student who has begun to *practice* on public<sup>180</sup> speakers may still secure sufficient *practice* that, while constantly putting him on his mettle, never entirely<sup>200</sup> baffles him, *dictation* at a steadily-increasing pace adapted to his steady advancement in speed, must<sup>220</sup> go on from day to day and from week to week. As this *dictation practice* goes on, steadily nerving the student<sup>240</sup> to higher and higher attainments, the reporting of public *utterances* will grow easier and easier<sup>260</sup> and the difficult or impossible speakers will gradually become fewer and fewer. (278)

[This article can be read by any student who has completed the first eight Chapters of the Manual.]

## A Negligence Case—IV

(Continued from the April issue)

six o'clock, sometimes we work seven, until<sup>900</sup> eight.

Q You had empty milk cans on the truck, didn't you? A I had about twelve cans.

Q Empty<sup>980</sup> or full? A Full ones, about five or six empty.

Q How many full ones were there? A Twenty quarts to<sup>1000</sup> one can.

Q Twenty or forty? A Forty quarts.

Q How many full cans did you have? A About<sup>1020</sup> twelve or something like that. I could not remember how much.

Q Do you remember telling the lawyer here that<sup>1040</sup> you had a full load of a ton and a half? A A full load, because that is a small truck. I could put it in<sup>1060</sup> that truck already.

Q You had a full load, a ton and a half? A Yes, a full load.

Q And you had<sup>1080</sup> twelve milk cans full, is that right? A Yes.

Q Do you know how many pounds each can weighs? A 120.<sup>1100</sup>

Q You had twelve milk cans? A Yes.

Q You had a ton and a half on there? A And I had five<sup>1120</sup> cases.

Q Five cases? A Yes.

Q Is your milk covered with ice? A Yes.

Q And you had to<sup>1140</sup> make deliveries? A Yes.

Q Where was your delivery going to be at that time? A The next<sup>1160</sup> delivery?

Q Yes. A I was going to Park Row.

Q And you were on the car tracks, weren't you, coming<sup>1180</sup> down on Third Avenue? A What?

Q You were on the car tracks, weren't you? A Sometime—if I see somebody,<sup>1200</sup> a heavy truck standing in a side street, I have to go on car track.

Q And when you see a car going<sup>1220</sup> on the tracks you go into the side street, is that right? A What side street?

Q Suppose there was a car in<sup>1240</sup> front of you, you would go on the side, wouldn't you?

A Yes.

Q You would not trail behind the car? (1258)

(To be concluded next month)

## Short Stories in Shorthand

### Strict Orders

The Boss: On your way to Smith and Sons you will pass a football field.

Office Boy (hopefully): Yes, sir.

The Boss: Well, pass<sup>20</sup> it.—Anonymous (24)

### And the Last

"Officer, you can't bluff me. I'm an A. B. and an A. M."

"Good; now we'll give you the third degree." —Centre Colonel (20)

### What's in a Name

Jim: I don't mind looking after your horses, but I don't want to be called the hostler.

Tom: Oh, that's all right—I'll call<sup>20</sup> you our stabilizer.—Kablegram (26)

### Serving the People

"Why was Senator Doormat re-elected to Congress?"

"He's the man who made the motion to adjourn at the last<sup>20</sup> session."—American Legion Weekly (27)

### Symptoms

There is a cheerful Irishwoman on the East Side whose husband is a confirmed hypochondriac.

"Good morning,<sup>20</sup> Mrs. Clancy," said a friend, as they met at market. "An' how's the family?"

"They's all doin' well," said Mrs. Clancy,<sup>40</sup> "with the exception of me old man. He's been enjoying poor health now for some time; but this mornin' he complained<sup>60</sup> of feelin' better." —Everybody's Magazine (69)

### Tune in Lowell Thomas

Little Waldo was much impressed by his first trip through the garden. Coming to the morning-glories he shouted, "Oh,<sup>20</sup> Mother, come and see the vine with the loud-speakers!" —Boston Transcript (31)

In addition to the material given here, a page of Mr. Dupraw's notes appears in the *May Gregg Writer*, taken from "Gregg Speed Building" just published. This specimen and samples from the pens of Mr. Swem, Mr. Leslie, and Miss Anna Pollmann are among the interesting features of this latest Gregg text.



## Comparison of Beginners' Writing on Standard and Noiseless Typewriters

(Continued from page 401)

rates of the three best writings, the tapping test scores gave a correlation of only .46 with probable error of .10, the mental scores gave a correlation of .68 with probable error of .08; while the *two combined* gave the marked correlation of .73 with probable error of .06. The addition of the Hoke Prognostic Test scores made very little difference in the correlations obtained—which bears out for typewriting the previous experience reported in regard to the unreliability of this test in predicting shorthand accomplishment. The correlation of .73 shows that there is marked predictive value for typing ability of groups, in a combination of mental and tapping scores. It is not high enough to depend upon for individual prediction, but for group comparisons, the pairing basis used here is quite satisfactory.)

### Interpreting the Data

In the interpretation of the data, the first question was to choose that writing (all were ten minutes in length and on comparable material) or group of writings which best measured the students' accomplishment.

The idea of using all the writings, or even the group of November or December writings, was discarded because not only was a measure of daily progress not intended, but because individuals and groups naturally vary greatly in the learning curve, while at the end of a period they may reach a similar level of skill. Therefore, it was decided to use the totals of the three best writings—based on the highest net rate (figured according to International Typewriting Contest Rules) of each student—as bases to figure group means for comparison. If two or more net rates were equal, the one with fewest errors was called "best."

Group means were used for statistical comparison, since there is not yet a dependable method for prediction of individual skill in typewriting. Means and standard deviations were figured for each of the two groups—standard and noiseless—the differences in means found and the standard deviation of the differences. In order for these differences to approach significance, the difference must be at least three times its own probable error. (The probable error is .6745 of the standard error.)

In every case the differences in means were found to be small, and entirely insignificant statistically. Upon hasty appraisal of the results, it had seemed as if the standard group wrote faster, and the noiseless group more

accurately. For instance, the means based on the *three* best writings were as follows:

	Noiseless Group	Standard Group
Total Words .....	744	792
Standard error .....	93.56	73.71
Errors .....	9	11
Standard error .....	2.20	1.87
Net Rate .....	66	68
Standard error .....	10.11	7.82

These differences, however, were found to be insignificant, when taking into consideration the standard error of the difference. This illustrates the necessity of taking into account the dispersion of the groups, expressed by the standard or probable error.

Means based on the *one* best writing brought the same result, and so did the means of the two distraction tests—neither group seemed to be more adversely affected by unusual noise stimuli than the other.

The noiseless group seems to have been the more variable throughout the study—perhaps if a larger number had been available this variation would have disappeared also.

The results of the experiment indicate that beginners can learn as well on the noiseless as on the standard machine. This is shown by comparison of actual accomplishment (total words, errors, net rates—which are the measures of typing ability generally accepted) of the two carefully-paired groups at the end of a period of eleven weeks. It is possible that the results would have been different after a longer period of time; but the objections to noiseless machines have been directed largely at the initial learning period, and this period was chosen for experiment for that very reason. (The students from the experimental group entered other classes for the second and third quarters, and after a short adjustment period did as good work as any of the others.)

The conclusions offered are given with the realization that they best indicate *group* trends, and that their reliability is not as high as desirable because of the small numbers in the group studied, the apparent variability in the groups, and the difficulty of predicting typing ability. Perhaps, also, a really comprehensive comparison of the two machines should take into consideration a measure of fatigue experienced by operators in using them, though the literature reviewed showed that there is no unanimity of opinion as to just how noise is connected with fatigue and efficiency. In fact, writers are not agreed on the subject of noise or distraction in general, nor on phases of motor phenomena and the acquisition of skill. The personal equation has great bearing in anything in which many

divergent factors are involved as there are in typewriting skill; and for this reason group studies are considered more valuable than individual predictions.

So, the results and conclusions are offered without apology—as the accurate findings of a controlled experiment, and with the hope that more experimental data will be forthcoming. I hope some time to experiment over a longer period of time, but because of scheduling complications of college classes, I can't be sure of the same students from term to term.

### *Noiseless Machines No Handicap to Beginners*

This fall (October, 1931) the second of our typewriting laboratories has been equipped with noiseless machines. The change was made three weeks after classes had started. It is interesting to note that after a short adjustment period, students in different classes—from beginning to expert—are doing as well on the noiseless machine as they were on the standard. We have had no more

machine trouble with noiseless than with other machines.

From the teacher's standpoint, it is less tiring to dictate for class rhythm when noiseless machines are used; and you can give directions without stopping the class and be confident that they will be heard. It does seem, however, that having both standard and noiseless machines in one laboratory is not as successful as having them divided.

Regardless of everything, the noiseless machine is becoming important whether we like it or not. During the past five or six years, the sales to commercial users have increased 440 per cent, and, with the mechanical defects which troubled the early pioneers eliminated, we can expect a continued increase. The schools must keep pace—or a little ahead (though not too far beyond)—to anticipate the demand.

When the "noiseless" question comes up, don't be alarmed—the students will probably do just as well and teaching methods can be adapted, and teachers' energy will be saved in the bargain.



## *Report of the Eastern Commercial Teachers' Association*

(Continued from page 396)

The general local committee, headed by Nathaniel Altholz, director of Commercial Education for the City of New York, and the hospitality committee, under the direction of the co-chairmen, Miss Mildred K. Bentley, chairman of the Accounting and Office Practice Department of Girls' Commercial High School, Brooklyn, and Arthur J. Mackey, head of the Accounting and Office Practice Department at Haaren High School, New York, had arranged a diversified and most enjoyable program for Friday night consisting of a theater party, dancing, and an "At-Home Bridge" in the hotel, at which more than twenty tables were filled with the followers of Culbertson and Lenz, each trying to outdo the other in a friendly contest for the prizes offered. Every member in attendance at the convention was the recipient of the hospitable and helpful attention of these committees.

### *Saturday Morning Breakfast*

This year, instead of the usual Friday luncheon, a Saturday morning breakfast was scheduled. It was the sole event for Saturday. Mrs. Cora B. True, head of the Commercial Department of Bangor High School, Bangor, Maine, and vice president of the Association,

was in charge and conducted the meeting in a most charming and efficient manner.

Following the breakfast, an inspiring address was given by the Hon. Henry Morgenthau, who served our country with unusual distinction as Ambassador to Turkey at the time of the outbreak of the World War. Mr. Morgenthau spoke to the teachers on "The Task of the Business Teacher in the World Crisis."

"You must try hard to expand your pupils' minds from provincialism to nationalism," Mr. Morgenthau counseled. "Show them that the United States is now a world power, an integral part of the great economic unit composed of all civilized nations. Show them the harm that is resulting and that will continue to result from misuse of this world power, due to a limited knowledge of its requirements."

"Teach them that commerce has become a progressive science, and that today a successful manager of a business enterprise has to be grounded in a mass of general information; that he must understand how to operate a vastly complicated business machine, keyed up to produce successful results with due regard to the human, social, and financial welfare of all the employees."

Mr. Morgenthau traced the cause of the

economic depression to a "fictitious mountain of prosperity erected during the war by speculation, extravagance, and false values, when many thought the sky was the limit." He considers the present disarrangement so complete and far-reaching "that no single set of men, statesmen, economists, teachers, merchants, or laborers can solve it." He urged coöperation of all to bring about a speedy solution.

"Despite the 7,000,000 or 8,000,000 unemployed in the country," Mr. Morgenthau said, "the working classes will be able to muddle through, because there are still more than 50,000,000 persons gainfully employed."

Mr. Morgenthau challenged the teachers to realize the errors of the past era, and to teach different methods for use in the present era so that "your pupils may help in this, the greatest readjustment of all times."

### *The Business Meeting*

Following the Saturday morning breakfast, a short business meeting was held.

A revised constitution was proposed and tabled for consideration at the next convention. Article VII of the revised constitution, dealing with the specific duties of the officers, was adopted as a by-law of the present constitution.

Buffalo was chosen as the place of the next annual meeting of the Association.

The election of officers for the ensuing year resulted as shown in the roster of 1932 officers given at the head of this report (page 394).

The June issue will bring you a resumé of the section meetings of the convention.



### *Why Ten Words?*

(Concluded from page 390)

written, his average would be .90 or 90 per cent. As 70 per cent has been considered a passing grade in most required subjects, it would be very difficult for the teacher to convince many students that an average of 90 per cent in typewriting is not something commendable, as it would be if obtained in another study, for instance chemistry. It must be remembered that a large class of students in secondary schools today are content to "just get by," and that "just getting by" cannot be tolerated in a skill subject, whether it be typewriting or delicate machine work.

### *Grading on Individual Progress Possible*

In connection with grading pupils, it might not be amiss to mention an alternate grading system that would well suit the use of this

system of marking, in which the pupils are graded on their individual progress and not according to the class average. For instance, the first mark that the pupil makes during the term is considered as a basis for his subsequent marks and is rated at a grade of 3 or its equivalent. If the work turned in after the start of the semester shows a declining average, the weekly grade improves; and if the average notably increases, the grade is correspondingly reduced. On this basis, the pupil who has poorly formed hands, or otherwise disabled physique, is not penalized for the skill of others more gifted than himself, but is placed on his own initiative and graded according to the improvement shown over his earlier marks.

### *Students' Opinions Favorable*

It is the custom of the writer to require his students to type him a letter, as part of the Final Examinations in Typewriting, informing him what they found to be the most difficult, what to be the easiest feature of the course, and what could be done to improve the course, either in subject matter or in teaching. As a matter of course, the students are not graded on their opinions, complimentary or otherwise, but on the format and mechanical value of their letters. It is worthy of note that over 80 per cent of the students suggested more Accuracy Tests (the word Speed has been deleted from the older title). Among the advanced students, many gave their unqualified approval of the new system of proportionate penalizing for errors.



### *Supplement to School Directory*

(Concluded from page 414)

Business Correspondence: Charles J. Miller; Educ. 90a Educational Measurements: Charles C. Weidemann; Educ.145Va Principles and Objectives of Vocational Education: Arthur E. Schoettler; Educ.147b Educational and Vocational Guidance: Samuel E. Fleming; B.A.190 Research in Business Administration: Shirley J. Coon  
June 15 to July 22; July 25 to August 25  
Henry A. Burd, Director

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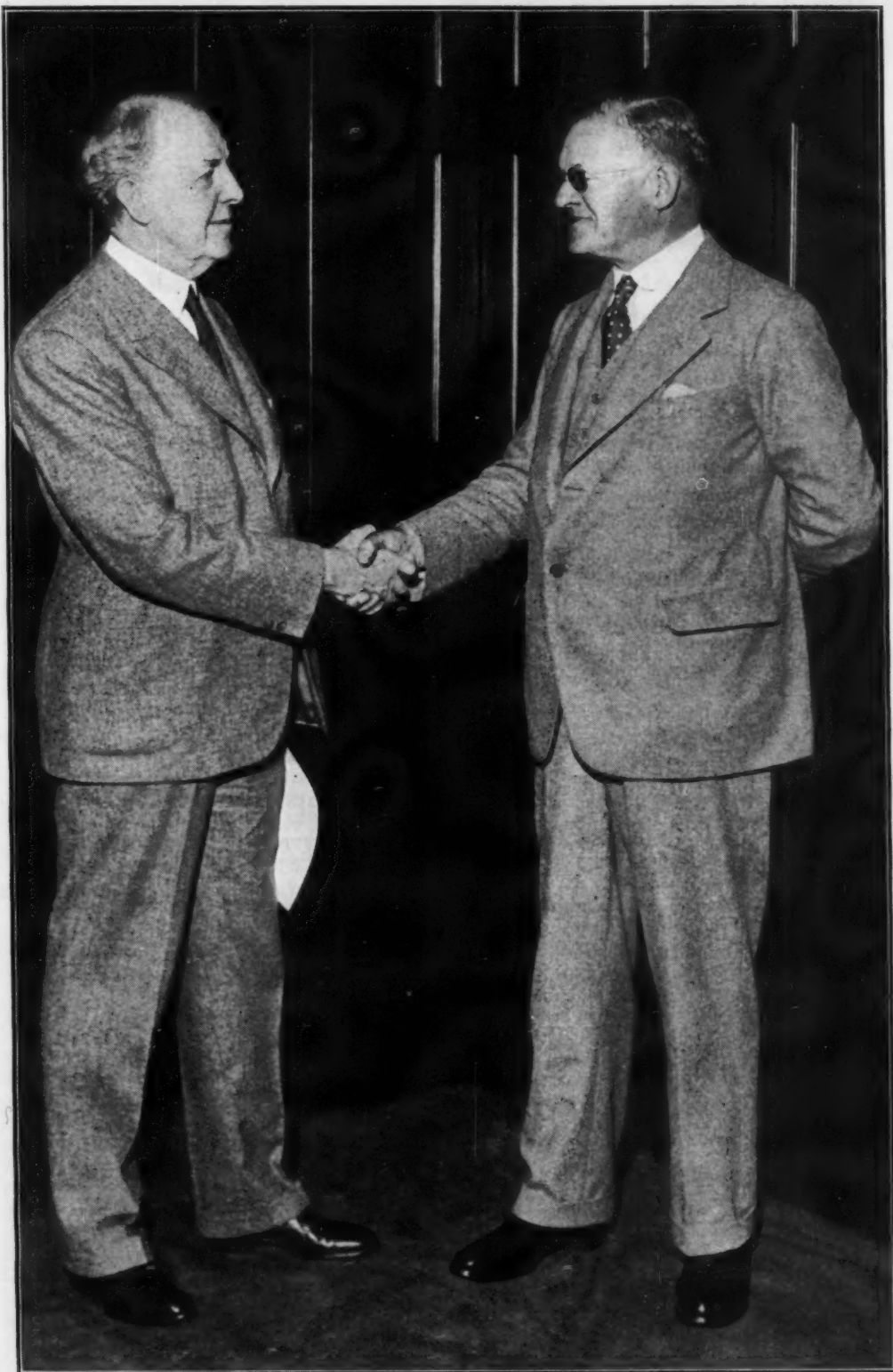
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### *America and Britain Exchange Greetings*

Doctor John Robert Gregg, President of the American Chapter of the International Society for Commercial Education, and Sir Francis Goodenough, head of the British Chapter of this society. Sir Francis will be host to the educators and business men from all over the world who will gather for the International Congress on Commercial Education to be held in London July 25 to 29